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ABSTRACT

This 1-year study was undertaken in the Reupublic of Zambia to survey and analyze needs in cooperative education and training and to plan and execute immediate courses with detailed curricula in this area. A brief history of Zambian cooperative societies and a description of the expert's study activities are followed by conclusions and recommendations, the major ones being: (1) the five different types of cooperative society, because of different educational needs, must be dealt with separately; (2) first priority in cooperative education should be given to marketing unions, viable farming societies, and savings and credit societies; (3) a projection shows the expected increase of numbers of persons who would need education in 1972 and 1975; (4) the activities, guidance, and services of existing cooperative officers and cooperative education secretaries should be expanded for training; and (5) a central and specialized institution for cooperative education should be established. More than two-thirds of the booklet is devoted to appendixes on a cooperative education plan for Zambia, 1973-75: Part 1, survey and analysis of needs within cooperative education and training; Part 2, existing institutions for cooperative education and training; and Part 3, plan for content and organization of cooperative education and training 1973-75. (NH)

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INTERNATIONAL LABOUR OFFICE

United Nations Development Programme
Technical Assistance Sector

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REPORT

to

THE GOVERNMENT OF ZAMBIA

on

CO-OPERATIVE EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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FOREWORD

The Government of the Republic of Zambia requested the ILO to provide, under the United Nations Development Programme, the services of an expert in Co-operative Education and Training. The Director-General designated Mr. J.A. Bjarsdal to undertake this mission. The assignment was for one year, and the expert assumed his duties on 24 October 1971 and completed them on 31 October 1972.

The terms of reference of the expert were set out as follows:

(a) to assist the Co-operative Department and the National Co-operative Education Committee in surveying and analysing needs in co-operative education and training;

(b) to advise and assist the Co-operative Department in the planning and execution of immediate courses and to prepare detailed curriculae in this connection.

The Director-General of the ILO gratefully acknowledges the assistance given to the expert by the Government of the Republic of Zambia and its officers and especially by the Department of Co-operatives of the Ministry of Rural Development, to which the expert was attached, and by the members, office-bearers and staff of co-operative organisations in Zambia.

PART I

TECHNICAL BACKGROUND

Co-operative Development

The co-operative movement in Zambia started already during the 1940s, when marketing societies were formed, partly with European farmers as members. At the time of Independence in 1964, there were marketing unions existing in six of the eight provinces, dealing mostly with maize and groundnuts. Just after Independence there was an expanding interest in co-operation, specifically in the form of co-operation production. This was also seen as a means to increase farm production, building of houses, etc. The development of different types of co-operative societies is briefly described here under the different headings.

(a) Marketing Unions with Affiliated Societies

Of the seven existing unions at Independence, three have deteriorated and have been liquidated. Of the rest two have amalgamated, so that there are now three unions, covering one province each. These unions have no doubt a great potentiality, but they are in various stages of economic progress. All of them are given monopoly for buying the main agricultural crops in their areas and are given reasonable margins to operate on. The standard of management, however, has in all of them been too weak.

Because of this, the Government decided to intervene in order to reconstruct the unions. In the Southern Province this was done in 1968, and there the finances of the union are now in good order. In the Northern Province the operation was undertaken in 1971, and the process of reconstruction was going on in 1972 (at the time of writing of this report). In the Eastern Province, with the biggest and oldest union, changes of management were made in 1972, the results of which are not yet apparent. All these operations mean, however, that a foundation has been laid for a sound development of the marketing unions.

The three unions, together, comprise 115 societies with, in all, 14,000 members. Being mostly buying points for the unions, the societies' activities are very restricted. The

members are not well informed and their relations with their own societies are very tenuous. This does not always mean lack of interest; many members would like to take a much more active part in co-operative work. This is a good background for developing the societies into multipurpose ones, which is also the policy of the Second National Development Plan. In this connection, member education has a very important and crucial role to play.

(b) Farming Co-operative Societies

Societies of this type for agricultural production were all established in the years 1964-67 as a form of collective farming, where farming was done communally by new settlers on land they had to clear themselves. The number of societies was, at its peak, more than 800, with a membership of 10 to 25 per society. After a few years the majority of these societies were found to have been working very unsatisfactorily, as soon as government subsidies ceased to arrive.

Because of the failures experienced, the Government has now encouraged the societies that have survived to distribute the land among the individual members, using the society for services only. In most cases the societies have formed farming unions with 5 to 20 societies as members, mostly for ownership and running of tractors and implements. About 300 societies were active in 1972.

Farming societies of a special type are the big co-operative production units, such as the Israeli-sponsored Kafubu-Kafulafuta Project. Here the Government has made great efforts to introduce a certain degree of co-operative farming under strict supervision and control. Some of these projects are successful, but also very expensive for the Government to initiate.

The very strong drive from the Government to start these farming co-operatives and the failures that followed, have caused some confusion among the general public of Zambia concerning the co-operative ideas. Some people are identifying co-operation only with the lack of success of some of these joint production enterprises. This misunderstanding will for some time remain as an obstacle for co-operative development in the country. What can improve the situation is, of course, news about co-operative success.

(c) Non-Agricultural Production Societies

In the big drive for production through co-operatives after Independence, the building trade also became involved. In rural areas, where the Government wanted to build, but private building companies were reluctant, the workers formed construction co-operative societies, usually with 10 to 30 members. Societies were formed also for brick making, sand supply, and some other activities in this field. In all there are about 200 societies of this type.

The big problem for these societies was the tendering for and the supply of material. For that reason the Federation of Building Socieites was formed in 1968. This organisation has been working hard to solve the problems, but the difficulties involved, especially with transport in this very vast country, have been very great and the Government has had to provide considerable financial aid.

These societies have no doubt been of value for some rural areas. However, their ability to survive in the long run, will depend to some extent on how far the Federation can improve its effectiveness and its capacity to give these co-operatives the support and assistance they require.

(d) Savings and Credit Co-operative Societies

In recent years there has been a growing interest in this type of co-operative in Zambia. In 1970 a national organisation, Credit Union and Savings Association (CUSA) was formed which has been of great importance. Sponsored by churches and by the Canadian Government, CUSA has been able to employ some very active officers, and others have been seconded by the Government to work for the Association.

There are at present about 30 societies registered and some 30 more working at a preliminary state as study groups. The members are both farmers and wage earners, often in the same society. Others have been formed by special groups of employees; the most important one being the Zambia Police Thrift and Savings Society, which with 6,000 members is the biggest savings society in Africa. All the other societies are much smaller, with 50 to 200 members each.

There seem to be good possibilities for the development of these societies. Certainly the resources of societies of this type will not be big enough to solve the problem of production credit for farmers when agriculture starts to

develop more rapidly than now. This task may eventually have to be taken over by marketing unions. In the meantime, the credit and savings societies are very important for all groups in teaching members to save and use money. If such societies could be introduced among the big masses of workers in the Copperbelt, they could be of still greater importance than now.

(e) Consumers' Co-operative Societies

There are about 30 consumer co-operatives existing at present, but no wholesale organisation. Many of the societies may be considered as "workers' co-operatives" rather than consumers' societies, in that most of the 10 to 15 members are usually working in the shop. In other cases there are many members, but most of them live far away from the shop of the society and are not able to utilise it except on very rare occasions.

Consumer co-operative societies will no doubt have an important role to play in Zambia with its large number of wage earners, especially in the mines and in Lusaka. If a fresh start could be made after very careful preparations and education, the consumer co-operatives could be very effective in reducing the living costs for large groups of citizens in the country. There is also the very interesting prospect of interco-operative trading between farm production societies and consumers' societies, thereby reducing "handling costs" which usually tend to be very high.

The Department of Co-operative Societies

The promotion, supervision and control of the co-operatives from the government side are the responsibility of the Co-operative Department within the Ministry of Rural Development. The Department has offices in all provinces, headed by a provincial co-operative officer. At headquarters, the Director of Co-operative Societies is assisted by a Registrar, an Assistant Director and an Administrative Officer (Training), among others.

The number of officers working in the whole Department is at present about 240, of which less than 20 are at headquarters. New recruits to the Department are usually taken direct from form V, and trained through a system of courses and training periods, taking, in all, about four years.

Co-operative Education and Training

Education is one of the main responsibilities of the Co-operative Department. A great step forward was taken in 1970, when Co-operative Officers (Training) were appointed in all provinces. Most of their work has been concentrated on residential courses for committee members and ordinary members, with a very general type of programme concentrating on co-operative principles. Very few efforts have been made to reach the members at the local level.

In the courses, usually the farming societies have been favoured, and producers' societies belonging to marketing unions have been neglected. In many cases members of different types of societies have been mixed in the same courses, which has made it very difficult to leave generalities and to go into practical problems.

In 1971 the Department arranged courses sponsored by the International Co-operative Alliance, for training of co-operative education secretaries from unions and bigger societies, expected to work part-time as organisers of education in their societies. Because of lack of funds to pay these secretaries for travel and work, and because of lack of guidance and service from the Department's Training Section, this scheme has only had limited success. The scheme would be more successful if more guidance from head-quarters could be given. This would mean also more active participation from the co-operative organisations themselves in educational work.

PART II

WORK OF THE MISSION

Method of Approach

Prior to the expert's arrival there had been clear indications that the Government wanted to change the emphasis in co-operative development from production type of societies to marketing and service societies. This was further stressed in the Second National Development Plan, published in January 1972, according to which the first priority should be given to marketing and service co-operatives in the rural areas. The Plan states that viable farming societies (production societies) should also be assisted, but no expansion should be encouraged, as well as consumers' co-operative societies, if they could be properly planned. The expert has been working in line with this approach.

In his tentative plan of work the expert proposed that the following practical objectives should be the base for his work,

(i) to explore the prevailing situation within the co-operatives,

(ii) to study the existing situation relating to co-operative education and training,

(iii) to analyse the need for co-operative education in relation to the current situation and development plans,

(iv) to advise and assist in the preparation of a comprehensive plan for co-operative education and training at all levels,

(v) to assist the Co-operative Department and the National Co-operative Development Committee in planning and implementation of immediate courses and other educational activities.

Generally, the approach of the expert was to discuss all findings, conclusions and plans with officials in the Co-operative Department and the National Co-operative Development Committee, so that recommendations could be speedily approved, thus ensuring their implementation without undue delay.

Activities of the Expert

The expert's activities can be summarised as follows:

(a) Survey of co-operative activities: during extensive travel in seven of the eight provinces, the expert studied different types of co-operative societies, and met with ordinary members, committee members of societies and unions, staff of co-operative organisations, as well as the officers of the Co-operative Department in various areas. In particular, the expert tried to identify existing needs for co-operative education, what efforts had previously been made in the field of education and with what results. As a result of his travel and studies, the expert prepared "Survey and Analysis of Needs Within Co-operative Education", forming Part I of Co-operative Education Plan for Zambia (Appendix I to this report).

(b) Study of existing institutions for co-operative education: these studies were partly done during the travel, partly conducted in Lusaka. They resulted in the paper "Existing Institutions for Co-operative Education and Training", forming Part II of the Co-operative Education Plan for Zambia.

(c) Planning for co-operative education and training: based on his experiences and findings, and on many discussions with the staff of the Co-operative Department, the expert prepared the paper "Plan for Content and Organisation of Co-operative Education and Training", forming Part III of the Co-operative Education Plan for Zambia.

(d) Starting of two mobile education teams: since it became evident in the beginning of 1972, the Swedish International Development Agency (SIDA) was going to sponsor two study organisers, who should, with their national counterparts, form mobile teams for member education, the expert was asked by the Co-operative Department to work out plans for the work of these teams. The first team started to work in August 1972, the second in October 1972. The expert assisted in the organisation and equipping of the teams, and in briefing the study organisers.

(e) Assisting in planning and execution of immediate courses: the expert took part in planning several courses, especially for Co-operative Department staff. He taught regularly the subject Co-operative Development in the Second Programme Course for Department Staff at Evelyn Hone College. He took part in organising several seminars and meetings.

PART III

CONCLUSIONS AND RECOMMENDATIONS

Summary of Major Findings and Conclusions

The most important conclusions may be summarised as follows:

(a) There are five different types of co-operative society, which have to be dealt with separately, because their educational needs are different. These types are: marketing unions with affiliated producers' societies; farming co-operative societies (production type); non-agricultural production societies (building, building supply, carpenters, etc.); savings and credit co-operative societies; consumers' co-operative societies.

(b) First priority in co-operative education for some years ahead should be given to marketing unions, viable farming societies and savings and credit societies. Consumers' co-operative societies should be given help in reconstruction, and new ones should be encouraged after careful preparation.

(c) The number of persons who need education in 1972 and estimated for 1975 are given below[1]:

	1972	1975
Members of societies	40 200	55 500
Committee members of societies and unions	3 900	4 600
Staff of societies and unions (full-time and part-time)	920	1 080
Staff of the Co-operative Department	240	200

(d) Member education has been insufficient up until 1972. In 1971 only 60 one-day courses at the society level were conducted by co-operative officers (training) in the Department and co-operative education secretaries in some unions and societies. Neither of these groups has been fully utilised. Both could expand their activities and give more guidance and services.

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[1] For more detailed figures see paragraph 6 of Part III of Co-operative Education Plan.

(e) At the national level there is at present no co-operative training institution. Luanshya Co-operative School existed in hired premises and had to be abandoned in April 1972. Evelyn Hone College for Applied Arts and Commerce has been used as a stopgap for training of Department staff. The President's Citizenship College is planned to start working in 1973. It will offer about a quarter of its space for co-operative students, which will mean 16 places in 1973, later on to be increased to about 60.

However, there would appear to be a definite need for a central and specialised institution for co-operative education to cater for:

- guidance and service to member education and other field activities;
- production of study material for all levels of education;
- introductory and specialised co-operative education and training in residential courses.

Recommendations for Further Action

Recommendations for content and organisation of co-operative education 1973-75 will be found in appendices to this report. The points requiring immediate and concrete action are the following:

1. Establishment of co-operative education committees and co-operative education secretaries in bigger co-operative organisations, as well as the forming of mobile education teams in the remaining six provinces.

2. A Co-operative Centre to be established in or near Lusaka and comprising:

   - Administrative Unit, for co-ordination and administration;
   - Field Unit, for study material, correspondence, radio programmes;
   - Information and Publicity Unit, for information services, publications, etc.; and
   - Residential Unit for conferences, seminars, courses, etc. of introductory and specialised nature.

It is suggested to start the Co-operative Centre on a small scale, in preliminary premises, so that it can begin operations as soon as possible. It is further suggested to build a complete centre organised into the units suggested above, on the site that the Government has under consideration, and of the size described in the Co-operative Education Plan, part III.

3. In addition, the advantage of concentrating many educational and related activities at the same place should be emphasised, for example, by offering space at the Centre to co-operative apex organisations as well as national co-operative organisations.

4. Recommendations on Follow-up of the Project by the Government and the ILO

As the mission ended, the Zambian Government had already indicated interest in the prolongation of the project with emphasis shifted to the implementation of the Co-operative Education Plan.

5. Further External Technical Assistance Required

(a) For the development of the proposed Co-operative Centre, the Zambian Government would need external assistance, in addition to funds reserved by the Government for this purpose.

(b) For the establishment of mobile education teams in the six remaining provinces, the Government would need external assistance.

APPENDIX I

CO-OPERATIVE EDUCATION PLAN FOR ZAMBIA 1973-75

PART I - SURVEY AND ANALYSIS OF NEEDS WITHIN CO-OPERATIVE EDUCATION AND TRAINING

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1. INTRODUCTION

1.1 This survey is based on quite extensive travelling, including visits by the expert to all types of co-operative societies in seven provinces, meeting with Government Officers, Society members and Committees, Union Board members and staff etc. It is also based on available reports and statistics at the Department of Co-operative Societies.

1.2 The needs for co-operative education in Zambia are closely linked with:-

(a) The current problems of the existing societies and unions and how reconstruction and revival can take place.

(b) The priorities for co-operative development in accordance with the Second National Development Plan (SNDP).

This approach is necessary in this country as the membership of co-operatives is low, and some types of co-operatives have somewhat doubtful prospects for the future and may have to be re-organised.

1.3 Types of Existing Co-operatives and Types of Education

Since the different types of co-operative societies in Zambia are very specialised and differ much from each other, a survey and analysis of educational needs has to be done separately for each type. When this is done, a summary of the needs on provincial level and national level can be compiled.

The existing types of co-operatives[1] are:

- Marketing unions with affiliated producer co-operative Societies
- Farming co-operative societies (production societies)
- Non-agricultural production co-operative societies (building, building supply, carpenters, etc.)
- Savings and credit co-operative societies
- Consumer co-operative societies

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[1] An organisation chart and summary of memberships is given in Appendix 1, Part III of the Co-operative Education plan.

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When dealing with the different types of co-operatives, one has further to divide between education of the three groups, existing in all co-operative activities, namely:

- Members of co-operative societies (primary societies)
- Committee members of societies, unions and federations
- Employed staff of societies, unions and federations

1.4 As a rule, all education and training should be conducted separately for the different types of co-operatives. By specialised courses for members of producer societies, farming societies, building societies, etc., it is possible to come away from the mere generalities and start to deal with practical problems. This is still more relevant for committee members and staff training.

This is another reason why the different types of co-operatives are dealt with separately in this survey. In earlier plans, a clear distinction has not always been made between the different types. There has been a tendency to look mostly to the farming co-operatives, because of all their problems, and to give less attention to the remainer.

2. EDUCATIONAL NEEDS WITHIN MARKETING UNIONS WITH AFFILIATED SOCIETIES

These co-operatives are given priority in the SNDP and by the Department of Co-operatives. They have by far the biggest membership, they have the oldest tradition and, they must be considered to have, together with the savings and Consumers' co-operatives, the greatest prospects for the future.

For the time being there are four marketing unions:

Eastern Province Co-operative Marketing Association, (EPCMA), Chipata.
Northern Province Co-operative Marketing Union, (NPCMU), Kasama.
Southern Province Co-operative Marketing Union, (SPCMU), Choma.
Namwala Co-operative Marketing Union, Namwala (Southern Province).

The two last ones were intended to be amalgamated during 1972, and are here dealt with as one.

The situation within the marketing unions is that in all three of them there has recently been undertaken a reconstruction through the intervention of the Government. In SPCMU this happened some years ago, in NPCMU it happened in 1971, and in EPCMA the reconstruction is just going on. Therefore, there is a hope that within some time in all three of the unions the

management and the economy will be in reasonably good order. What is very much lacking, however, is good and faithful relations between the unions and the societies and the membership. It is here that co-operative education has a great role to play.

2.1 Member Education

2.1.1 Membership figures. The latest figures on membership for 1971 are as follows:

EPCMA	10 413	in	52 societies
NPCMU	480	in	13 societies
SPCMU (+ Namwala)	3 176	in	49 societies
TOTAL:	14 069	in	114 societies

The data concerning membership, however, is both unreliable and subject to change. In several cases it is difficult to get relevant figures on membership. In EPCMA and NPCMU especially there has been a tendency of withdrawing of membership in the primary co-operative societies. With the measures now taken, this tendency may now very well change to an increase in membership. In SPCMU there is already a clear tendency of increasing membership.

Also, the information and education campaign planned for EPCMA and SPCMU may result in a growing membership - but this remains to be seen.

2.1.2 Language situation. According to investigations made during the expert's visits, the situation is that, as an average, around 10 per cent of the members are able to understand and speak simple English.

More important is the fact that the percentage of members who are able to read and write in the local language seems to be as high as between 70 and 90 per cent. The consequences of these facts are, firstly that English cannot be used extensively in member education, secondly that the prospects for member education in local languages are quite good with this high rate of literacy. As far as concerns the now existing marketing unions and their societies only three local languages are relevant, i.e. in NPCMU Bemba, in EPCMA Nyanja and in SPCMU Tonga/Ila.

2.1.3 Education Needs for Members

(a) What has been done up to now has mostly been residential courses on provincial or district level, of a general character and dealing largely with co-operative principles, etc. The courses have been attended by the most

interested members. Very often the same members come for courses several times. This means that the co-operative ideas are now quite well known by an "elite" among the members. The ordinary member seems usually not to be interested, or does not want to take time off for courses.

Some of this type of education may be continued on a small scale and combined with (b) and (c).

(b) From the expert's visits to societies and unions, it became quite clear that in the prevailing situation the members most of all need information. The members are often not well informed about their own affairs as co-operative members. The information is needed on the following aspects:

- the organisational set-up of the union and the societies;
- the economic situation of the union and the societies;
- their own benefits and responsibilities as members; and
- practical matters concerning buying, selling, transport.

To establish a better relation between the union, the societies and the members, this sort of information should be given urgently. The information needs to be continually revised and up dated.

(c) This information should be combined with simple and practical education in matters such as:

- Basic economics and accounts of co-operatives.
- Basic organisation and management principles of the same.
- Production methods for the relevant crops (if needed and if collaboration with the Department of Agriculture can be secured).
- Economics of farm production (if needed and if collaboration with the Department of Agriculture can be secured).

(d) The information and education mentioned should preferably be given as:

- One- or two-day courses (information days) in each society (see plan for mobile education teams - MET).
- Follow-up courses for interested members and committee members, week-long and residential, at district or provincial level.
- Radio courses for local "study groups".

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2.2 Committee Member Education

2.2.1 Society Committee Members

The number of societies being around 120, the number of committee members is around 1,200. The "turnover" of committee members being quite rapid, there may be something like 300-400 new members each year.

The language proficiency of committee members is not very different from that of ordinary members. The percentage of English-speaking will still be too small to allow any education to be conducted in English without translation. This means also that most of the education of society committees has to be carried out at district or provincial level. Only a few can be taken to national courses. The education needed should include the same information as for ordinary members. In addition, extra information on co-operative principles and methods should be provided. Some courses could therefore be combined jointly for ordinary members and committee members. In addition, the committee members need special education on their own duties and responsibilities. Some of these courses may be specialised for certain office-bearers, chairmen, treasurers, etc.

2.2.2 Union Committee Members

The number of these is now around 35 at a time. Even if one or two more unions are created, the number will still be below 60. A third of them may be replaced each year.

The language proficiency is higher than for society committees. Most of the union board members will understand some English, and something around 75 per cent will be able to follow education in English. This means that some courses for union committees can be arranged at national level.

The types of education needed for union committees will be the following:

- Information on the organisation and business of their union.
- Education in management, accounts and economics.
- Education in matters of a general nature, such as co-operative development and planning, the economy of the nation, international co-operation, etc.

The first subject should naturally be dealt with at local level, the rest preferably at courses on a national level, in order to give members contact with fellow members from other unions and to raise the level of education. Correspondence courses may be used to a certain extent.

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2.3 Staff Education

2.3.1 Society Staff

The marketing unions with producers societies are usually employing also the staff working at local level. The big group of so-called "capitaoes", i.e. persons buying crops at the market places on a commission basis are usually working 3 to 5 months a year. The number of capitaoes in NPCMU is around 300, in EPCMA around 200, and in SPCMU around 130. Many of them are working outside the societies, since the unions have a buying monopoly in the whole union area.

Other types of staff at local level are nearly non-existent. In EPCMA many of the societies employed secretary/managers up to 1970, now only a few of them are left, since the activities of the union have reduced in volume. Should the unions and societies be able to expand their activities, the group of capitaoes would be the natural source of recruitment for secretary/managers of the societies, and they would then need training on both local and national level. For the time being, they are trained locally in short courses arranged by the unions.

2.3.2 Union Staff

An investigation on the number of staff in the three unions gives the following result:-

	NPCMU	EPCMA	SPCMU[1]	TOTAL
Managerial staff	3	3	3	9
Accounts staff	5	6	5	16
Supervisors, produce department	7	10	6	23
Stores staff, salesmen	8	10	6	24
Other staff, drivers, etc.	56	50	32	138
Total:	79	79	52	210

[1] Before amalgamation with Mamvala. The number will now be increased, say 20 per cent.

With the expansion and improvement of the activities of the unions there will be a great need for training of the staff. The existent staff will need up-grading by specialised courses for managers, accountants, book-keepers etc. Newly appointed staff will need comprehensive courses for different groups. All these courses have to be conducted at national level.

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2.4 Summary of Persons to be Trained in Marketing Unions and Societies (Assessment made for 1972 and 1975 respectively)

	Societies/Members		Society Committee Members		Union Committee Members		Staff Full/Part Time	
	1972	1975	1972	1975	1972	1975	1972	1975
NPCMU Area	13/ 480	25/ 2 500	150	250	10	12	79/200	130/250
EPCMA Area	52/10 400	60/12 000	500	600	13	12	/200	/150
SPCMU Area	49/ 3 170	55/ 5 500	500	550	12	12	52/130	95/100
New Unions	-	10/ 3 000	-	100	-	27	-	25/ 50
TOTAL	114/14 000	150/23 000	1 150	1 500	35	60	210/630	400/550

The figures for 1975 in the summary are based on the following assumptions

- In NPCMU, with only 13 societies at the moment, the formation of some new societies, as well as increased membership are expected.
- In EPCMA a few new societies and a slightly increased membership are expected.
- In SPCMU/Kafwala a somewhat bigger increase in membership seems possible.
- The possibility of a new Marketing Union being started in Luapula has been taken into consideration.
- For staff, an increased number of full-time employed staff is estimated, and at the same time a reduction of part-time staff (capitaoes).

2.5 Assessment of Training Needs of Marketing Unions/Societies in Figures

Estimates of needs for training courses, etc. are here made for two periods, namely the period 1.9.72-31.12.73 and the period 1974-1976. (D = district level, P = provincial level, N = national level)

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	1972-1973		1974-1976	
Member and Society Committee Education	Total Courses	Total Course/ Days	Total Courses	Total Course/ Days
One-day courses, society level, 1-2 days	114	150	300	400
Follow-up course, combined, D or P, 5 days	50	250	120	600
Special Committee courses (+ staff), P, 5 days	30	150	80	400
Union Committee Education (+ some Societies)				
Information courses, P, 3-5 days	6	25	10	40
Leaders' courses, N, 10-15 days	4	50	12	150
Staff Training				
Capitaoes' courses, D or P, 2-5 days	30	100	60	200
Secretary/Managers' courses, P, 5 days	6	30	10	50
Secretary/Managers' courses, N, 30-40 days	1	40	6	200
Special courses for union staff, N, 10-15 days	5	60	12	150

Radio Courses for members and committees (study groups). There is a clear need for this type of education to be started. Estimates are given in the Co-operative Education Plan.

Correspondence Courses for committee and staff. The same as for radio courses above.

2.6 Summary of Courses/Course Days for Marketing Unions/Societies

	1972-1973		1974-1976	
	Total Courses	Total Course/ Days	Total Courses	Total Course/ Days
On society level	114	150	300	400
District and provincial level	122	555	280	1 290
National level	10	150	30	500

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3. EDUCATIONAL NEEDS WITHIN FARMING CO-OPERATIVE SOCIETIES

3.1 Existing Societies and their Organisation

These societies have experienced difficulties. Many of them are therefore in such a condition that there is some doubt whether they will be able to continue to operate if necessary actions are not taken to improve their activities. The number of registered societies does not reflect the real situation very accurately. The Department has tried to estimate how many societies are viable enough for the future to be considered when planning for education.

Registered societies 31.12.71 - 620 with 5,500 members

Estimate of viable societies - 300 with 3,500 members

During recent years, many of the farming societies have been organised in farming co-operative unions. The number of registered unions was about 60 in 1971.

The farming societies and unions should naturally become members of the marketing unions, where these exist. When that is the case, some of their education will be catered for by the education organised for marketing unions, but this has not been considered in this survey.

3.2 Member Education in Farming Societies

Given the same organisation as at present, and that the problem of seasonal loans for production can be solved, the most pressing need for education is not so much co-operative education as training in agricultural production.

During the expert's visits, many members have expressed their need of training in production and farm economics first of all. By strong efforts from the co-operatives side, it would not be difficult to arrange types of combined education for members of farming societies through one-day courses on society level. Since membership is not numerous, two or more societies may join in the same course.

3.3 Committee Member Education in Farming Societies

In the farming societies, the committee members comprise a very high percentage of the members. Priority in co-operative education of committees should be given to the office bearers. This will reduce the number requiring immediate education to three per society. Even then the total is high, i.e. about 1,000. Then there are the committee members of the unions, who in many cases are at the same time the committee members of the societies. To cater for union committee members a further 200 should be added to the total requiring immediate education. Week-long courses at district or provincial level will be the main type of committee member education, combined with radio programmes to some extent. For English-speaking committee members some national courses may be arranged.

3.4 Staff Education in Farming Societies

The number of staff in farming societies is very small. In practically all cases, the existing staff is employed by the Department of Co-operatives, and working at unions or for a group of societies, The following staff were employed as at 31.12.71:

Farm managers and mechanics - about 50

Bookkeepers and clerks - about 20

The need of training for this staff is obvious. The farm managers are often reasonably well trained in farming, but are lacking in co-operative knowledge. The bookkeepers and clerks need comprehensive training. With the situation of farming societies and unions being stabilised, a staff training programme is urgent. Courses should be conducted at both provincial and national levels, and in collaboration with the Department of Agriculture.

3.5 Summary of Persons to be Trained in Farming Societies

	Members	Society Committee	Union Committee	Staff
Existent 1972	3,500	1,000	200	70
Existent 1975	3,500	1,000	200	120

3.6 Assessment of Training Needs in Farming Societies and Unions

	1972-1973 Total		1974-1976 Total	
	courses	course days	courses	course days
Member Education				
One-day courses on society level 1-2 days	100	150	200	300
Committee Education				
Special committee courses, P, 5 days	50	250	100	500
Leaders' courses, N, 10 days	3	30	9	90
Staff Training				
Farm managers' courses, N, 10-15 days	3	30	9	110
Bookkeepers' courses, N, 20 days	2	40	6	120

Radio courses for members and committees.

Correspondence courses for committees and staff (see paragraph 2.5).

3.7 Summary of Course/Course Days for Farming Societies

	1972-1973 Total		1974-1976 Total	
	courses	course days	courses	course days
On society level	100	150	200	300
District and provincial level	50	250	100	500
National level	8	100	24	320

4. EDUCATIONAL NEEDS IN NON-AGRICULTURAL PRODUCTION SOCIETIES

Under this heading, a large group of societies may be classified. They were all formed after Indpendence as an alternative to private enterprise, and are, as such, of particular interest. Their success, however, has been very varied. For the building societies, the Federation of Building Co-operatives offers a possibility of survival but still their future does not seem clear. Careful feasibility studies should be conducted into the future viability of these non-agricultural production societies. Thereafter a training programme should be established to cater for the needs of those societies found to be viable.

4.1 Existing Societies and Membership

	Societies	Members
Building co-operative societies (builders)	98	1 500
Building supply co-operative societies (sand, brickmakers, etc.)	59	680
Sawyers and carpenters co-operative societies	28	300
Workers and labourers co-operative societies[1]	20	3 000
Mining co-operative societies	2	180
Transport co-operative societies	3	50
(Arts and theatre co-operative societies	7	1 900)
Total (except arts and theatre)	210	5 700

[1] Charcoal burners, painters, land clearers, etc.

4.2 Member Education

Technical training for builders has been planned by the Federation of Building Societies. There is a need for member education to be given in one-day courses at society level.

An important subject will be information on the work of the Federation. The members are easy to reach since they usually work in only one or two places. Two to three societies can be covered in one course.

4.3 Committee Education

Education of committee members on duties and responsibilties, as well as economics and accounts, is needed, and could be given in separate residential courses for builders and the other main groups. It is not needed to bring in all committee members; three to four from each society will be sufficient. Society chairmen seminars are needed at national level.

4.4 Summary of Persons to be Trained

	Societies/Members	Committee Members
Existing in 1972	210/5 700	600
Existing in 1975	150/4 000	500

4.5 Assessment of Education Needs in Non-Agricultural Production Societies

	1972-1973 Total		1974-1976 Total	
	courses	course days	courses	course days
Member Education				
On society level	100	100	200	200
Committee Education				
Societies management courses, D or P, 3 days	30	90	60	180
Chairmen's seminars, N,5 days	6	30	18	90

5. EDUCATION NEEDS IN SAVINGS AND CREDIT SOCIETIES

5.1 Existing Societies and Organisation

There are two features concerning savings and credit co-operatives in Zambia that need emphasis. One is that there is a considerable expansion going on at present in this field, due to the activities of the Credit Union and Savings Association (CUSA). The other one is the existence of the biggest savings and credit society in Africa, i.e. the Zambia Police Thrift and Savings Society, with a membership of about 6,000. The round figures of societies and membership are as follows (at 1.7.1972):

Zambia Police Thrift and Savings Society	1 society	with 6 000 members
Registered Savings and Credit Societies	28 societies	with 5 000 members
Non-registered Societies and Study Groups	25 societies	with 1 000 members

(For the time being, 11 societies are members of CUSA, while 12 more are expected to join.)

5.2 When dealing with member education the Police Thrift and Savings Society is not considered here. A programme will be started for this big society later on after planning by CUSA. For the rest of the societies, short courses at society level have proved to be the most useful method for education of members. Soon CUSA intends to cover all its societies with this type of education.

5.3 Committee education is very important for the savings and credit societies, especially since the committee members are running the societies without any employed staff in nearly all cases. CUSA is trying a system of three-day courses of a general nature for committee members, followed by specialised courses for chairmen, treasurers, members of education committees, loan committees etc. The courses are started at district level and continued at provincial level.

A few courses have already been arranged at national level and for 1972-1973 more are planned for members of committees. Employed staff exist only as organisers, employed by government, i.e. seconded to CUSA by the Department of Co-operatives.

5.4 Summary of Persons to be Trained

	Societies/Members	Committee Members
1972	55/12 000	500
1975	80/17 000	700

5.5 Assessment of Training Needs

	1972-1973 Total		1974-1976 Total	
	courses	course days	courses	course days
Member Education				
Society courses, 2 days	60	120	160	320
Committee Education				
General management courses, D, 3 days	20	60	40	120
Specialised courses, P, 5 days	5	25	15	75
Bookkeeping courses, N, 10 days	6	60	12	120
Specialised courses, N, 5 days	6	30	18	90

5.6 Summary of Courses/Course Days in Savings and Credit Societies

	1972-1973 Total		1974-1976 Total	
	courses	course days	courses	course days
Society courses	60	120	160	320
District and provincial courses	25	85	55	195
National courses	12	90	30	210

6. EDUCATIONAL NEEDS FOR CONSUMERS' SOCIETIES

6.1 Existing Societies

The number of registered societies at 31.12.71 was as follows:

consumers' stores	26 societies with 3 700 members
consumers' butcheries	12 societies with 1 300 members

6.2 Needs for Education

In this category, the need for education is linked with plans for reconstruction of the existing societies and for creating new ones. These plans are not yet finalised. It would be advisable to arrange courses at national level, however, for leaders from trade unions and other organisations, which are interested in starting consumers' societies. Six-week courses in 1972-73 and an expansion during 1974-76, also at provincial level, may be envisaged.

6.3 Assessment of Training Needs

	1972-1973 Total		1974-1976 Total	
	courses	course days	courses	course days
Introduction Courses N, 5 days	6	30	18	90
Committee Courses P, 10 days	2	20	12	120

7. TRAINING NEEDS WITHIN DEPARTMENT OF CO-OPERATIVES

7.1 Officers in Service, 1972

The number of officers actually in service in the Department in September 1972, were the following:

Director, etc. at Headquarters	4
Provincial co-operative officers	8
Senior co-operative officers	11
Co-operative officers	27
Assistant co-operative officers	15
Junior co-operative officers	75
Co-operative assistants	13
Internal auditors	6
Credit union field supervisors	2
Agricultural supervisors	33
Senior agricultural assistants	13
Agricultural assistants	20
FAO/SIDA Scheme	16
TOTAL	243

7.2 Concerning future development of Department staff, no expansion is foreseen in the next few years. There may be some reduction of staff but not on a large scale.

7.3 Since there is always a loss of officers, who resign to take up other duties, or who retire or die, recruitment of some new staff members has constantly to be made. The number of new recruits needed is difficult to predict, but it can be estimated to lie between 10 and 20 per year.

7.4 Training Needs for Departmental Staff

In 1970 a Training Plan for Officers in the Co-operative Department was adopted. This Plan includes the following stages:

- recruiting (usually from form V)	-
- field work (on probation basis)	7 months at least
- induction course (with assessment test)	3 months
- field work	12 months at least
- job training course	6 weeks
- field work	time not specified
- first progressive course	22 weeks
- field work	12 months at least
- second progressive course (with certificate)	22 weeks
TOTAL	7 years at least

The need for training in 1973/74 as estimated in the Co-operative Department in June 1972, was the following (year and participants):

Type of Course	1973	1974
Induction course	25	-
Job training course	25	25
First progressive course	-	20
Second progressive course	20	-

APPENDIX II

CO-OPERATIVE EDUCATION PLAN FOR ZAMBIA 1973-75

PART II - EXISTING INSTITUTIONS FOR CO-OPERATIVE EDUCATION AND TRAINING

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APPENDIX 1 - Co-operative Courses at Provincial Level 1970-71

APPENDIX 2 - Co-operative Education Secretaries 1971-72

1. DEPARTMENT OF CO-OPERATIVE SOCIETIES

1.1 Headquarters

At the Co-operative Department there is a training section, headed by an administrative officer (training). From November 1971 to October 1972, he was assisted by an expert in co-operative education and training provided by the ILO. No other staff was attached to the training office, except an office orderly.

The tasks of the training section are, as outlined by the Director of Co-operative Societies in June 1972, planning and implementation of training programmes, responsibility for activity of co-operative schools and meeting their requirements in equipment and facilities, lecturing in advanced courses, working with mobile education teams, being in charge of matters concerning the Co-operative Education Committee and the President's Citizenship College.

1.2 Provinces

At each provincial co-operative office there has been since 1970/71 a co-operative officer (training). In two of the provinces there is also an assistant officer for training. From time to time these officers have also been undertaking other tasks, as required by the provincial co-operative officer, especially when the course programmes agreed upon have not required full-time work.

The tasks of the co-operative officers (training) are, in general:

to prepare a training programme for the province in line with instructions from the Co-operative Department Training Office;

to carry out the training programme after adjustments have been made by the Co-operative Department Training Office; and

to report on results of programmes and selected experiences.

1.2.1 Programmes Conducted

The following is a summary of participants in courses conducted in the provinces since 1969. The courses have been of different lengths, usually either one-day courses in the societies or districts, or one-week courses at provincial level.

1.2.2 Participants in Co-operative Courses in Provinces, 1969-71[1]

1969 - 1 670 participants
1970 - 1 800 participants
1971 - 2 725 participants

1.2.3 Institutions Available at Local Level

In seven of the eight provinces, the Co-operative Department does not have any of its own institutions for training. Therefore, arrangements have been made to get space for courses at different schools and other institutions, such as farmer training centres, community development centres, etc.

Only in Eastern Province has the Department started to develop an institution of its own. Already before Independence, there was a Co-operative School at Katete in Eastern Province. This was the area where the co-operative movement was most developed at that time, and so Katete School was sometimes also used for training at a national level. Up to 1969, the buildings were hired from the Department of Community Development.

Since Luanshya Co-operative School was established in 1965, Katete has been functioning as a provincial school only.

1.3 Institutions at National Level

1.3.1 Luanshya Co-operative School

Since 1965, the Co-operative Department has been hiring school buildings in Luanshya belonging to Zambia Police under the Ministry of Home Affairs. The Department has a principal and several teachers placed at the School. On 30 April 1972, the Department had to abandon the School because the Police required the premises.

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[1] Details of types and number of courses, etc. are given in Appendix I.

Summary of Courses held at Luanshya Co-operative School

(Number of Courses/Duration in Weeks/Participants)

	1969	1970	1971	1972	1969-72
Induction Course, Co-operative Assistants (Co-operative Department)	1/13/ 24	1/20/ 32	1/13/ 38	1/13/35	4/59/129
Job Training, Co-operative Assistants (Co-operative Department)		1/ 6/ 14			1/ 6/ 14
Job Training, Secretary/ Treasurers (from Co-operative Societies)	1/ 4/ 15	1/ 6/ 30	1/ 6/ 21		3/16/ 66
Farm Managers' Courses	2/ 3/135	2/ 1/ 46			4/ 8/181
Committee Members' Courses		1/ 1/ 24	3/ 1/ 53		4/ 4/ 77
Co-operative Education Secretaries' Courses			2/ 3/ 68		2/ 6/ 68
Total	4/23/174	6/35/146	7/28/180	1/13/35	18/99/535

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1.3.2 Katete Co-operative School (Eastern Province)

As mentioned above from 1969 Department of Co-operatives has had a training institution of its own in Eastern Province. It has almost entirely been used for provincial courses. Only on two or three occasions has the school been used for courses at national level, such as a course held by the Credit Union and Savings Association (CUSA) in 1971, and a seminar held by the National Co-operative Development Committee in 1972.

1.3.3 Evelyn Hone College for Commerce and Applied Arts

For several years, the Co-operative Department has been using this College for training of its officers. From 1971 special co-operative courses have been arranged by the College in collaboration with the Co-operative Department as steps in the planned training scheme for co-operative officers (see Part I section 7.4). All teaching, except the subject of co-operative development, has been done by the College teachers. Types of course and participants are shown in the summary below for the years 1969-72.

Co-operative Students at Evelyn Hone College 1969/72

		1969	1970	1971	1972	1969-72
Institute of Bookkeepers Course (Intermediate) for Senior Co-operative Assistants	1 year	18	7	-	-	25
Institute of Bookkeepers Course (Final) for Co-operative Officers and Senior Co-operative Officers	1 year	-	12	-	-	12
Certificate of Business Studies	1 year	-	1	-	-	1
Journalism	1 year	-	-	1	-	1
First Progressive Course for Co-operative Assistants	6 months	-	-	19	-	19
First Progressive Course for Co-operative Assistants	9 months	-	-	-	21	21
Total:		18	20	20	21	79

1.3.4 Other Institutions used by the Co-operative Department for Training

Several schools, both in Zambia and abroad, have been used for training of co-operative officers, and in one case, for co-operative education secretaries from co-operative societies. Courses and number of students are listed in the summary below.

Co-operative Students at Different Institutions - 1969/71

National Institute for Public Administration (NIPA)		1969	1970	1971	1969-71
Principals Course, Senior Co-operative Officers	3 m.	1	-	1	2
Field Management Course, Co-operative Officers	6 w.	-	2	-	2
Basic Executive Course, Co-operative Officers	3 m.	-	2	4	6
Advanced Executive Course, Co-operative Officers	3 m.	-	2	-	2
Administrative Course, Senior Co-operative Officers	3 m.	-	2	-	2
Basic Accounts Course, Clerical Officers	3 m.	-	-	1	1
Total:		1	8	6	15

		1969	1970	1971	1969-71
Natural Resources Development College (NRDC)					
Business Management Course, Co-operative Officers	2 yr	3	2	-	5
Overseas Studies					
Plunkett Foundation Seminar, Uganda	6 w.	2	-	-	2
Advanced Co-operative Management Course, Moshi	9 m.	2	-	-	2
Co-operative Certificate, Loughborough	8 m.	1	2	2	5
Fishing and Marketing, Western College, Canada	3 m.	2	-	-	2
Credit Unions, Western College, Canada	3 m.	-	1	-	1
Co-operative Teachers' Course, Western College, Canada	3 m.	-	-	2	2
Co-operative Dipl., Rural Development College, Denmark	8 m.	-	1	1	2
Community Development, Rural Development College, Denmark	3 m.	1	-	1	2
Co-operative Education, Swedish Co-operative Centre	3 m.	-	3	-	3
Co-operative Education Secretaries Course, Swedish Co-operative Centre	3 m.	-	-	2	2
Co-operative Seminar, Finland	3 m.	1	-	-	1
Co-operative Teachers' Seminar, West Germany	1-3 m.	1	-	2	3
Adult Education, West Germany	18 m.	-	1	-	1
Co-operative Certificate Course, USSR	12 m.	3	-	2	5
Co-operative Seminar USSR	6 w.	1	-	-	1
Agricultural Management, Australia	3 m.	2	-	-	2
Bachelor of Commerce Degree, India	36 m.	-	-	1	1
Co-operative Course, India	8 m.	-	-	5	5
Total:		16	8	18	42

2. CO-OPERATIVE ORGANISATIONS

2.1 On Local Level

According to the provisions of the Co-operative Act of 1970 and the Co-operative Rules of 1972, a society may appoint an education committee to promote and organise co-operative education. As far as information is available at present, only a few of the savings and credit societies have appointed education committees.

In 1970, the Co-operative Department took the initiatives to organise training courses for co-operative education secretaries (CES), appointed by societies. The matter was discussed at Training Officers' Seminar in 1970. In 1971, two courses for co-operative education secretaries were arranged at Luanshya Co-operative School with, in all, 68 participants from all the provinces. The participants were supposed to go back to their societies and unions, working as part-time CES's. However, Part II, Appendix 2, shows that in fact only 25 per cent were employed by their societies as education secretaries.

According to reports from co-operative officers (training) the possibilities to work and the results obtained are very varying. Some good attempts have been made but as a whole, the CES's have not yet been able to "take off". The main reason seems to be that the training office at Headquarters has not had time and staff enough to give the necessary help and instructions to the CES's. As soon as such guidance can be given, there is a good possibility to get some valuable work done. (Number of co-operative education secretaries, etc., see Appendix 2.)

2.2 On National Level

Of the co-operative organisations at national level, the Credit Union and Savings Association (CUSA-Zambia) has been particularly active in education. Also the Federation of Building Societies has taken some initiative. There is still no apex organisation founded but its forerunner, the National Co-operative Development Committee (NCDC), had a role of considerable importance in the field of education.

2.2.1 National Co-operative Development Committee (NCDC)

In 1970, the NCDC appointed a Co-operative Education Committee which met in July 1970 to draw up a co-operative education plan for 1971. The result was the plan mentioned in Part III, 1.1, which has been very valuable as a guideline for the Co-operative Department up to now and also when preparing this Co-operative Education Plan.

2.2.2 Credit Union and Savings Association (CUSA-Zambia)

CUSA-Zambia has started a very ambitious education programme. In 1971, it arranged a national seminar with 90 participants at the University of Zambia. During 1971, CUSA also arranged six courses for committee members of societies in several provinces with 96 participants. CUSA also works very intensively through "promoters" in the provinces, usually Fathers and Sisters from different missions and churches, and through visits by the manager and his assistant.

2.2.3 Federation of Building Societies

In 1971 the Federation of Building Societies presented a comprehensive plan for technical training of supervisors as well as society members. For several reasons, the programme has not yet been implemented. At the time of writing the report, the Federation has obtained an assurance that the programme, at least in its main parts, will be carried out through the assistance of the Commission of Technical Education and Vocational Training.

3. PRESIDENT'S CITIZENSHIP COLLEGE (PCC)

3.1 General Plans and Policy of PCC

The initiative to establish this college was taken by the President of the Republic of Zambia already in 1965. The college is sponsored by the German Friedrich Ebert Foundation, which is financing the construction of the school buildings, plus one hostel. PCC is governed by a council with Mr. E.H. Mudenda, Minister for Foreign Affairs, as Chairman. The Director of Co-operative Societies is a member of the Council, as well as of the Academic Committee appointed by the Council.

PCC is supposed to start its work in April 1973. At that time, it will have 64 student places. According to existing plans, the places will increase up to 256 within three years. The remaining three hostels, with 192 places, have to be financed by Zambian funds.

Concerning the educational approach of PCC, the policy of the Council is that in all courses there should be a combination of national (political) education and vocational (professional) training in the areas of the respective groups.

The trade unions, the co-operatives, the party and the rural development committees are listed as the main target for recruitment to the College.

3.2 Co-operative Education at PCC

According to a paper submitted to the Council by the Director of Co-operatives and accepted in principle by the Council, the guiding principle for co-operative recruitment to PCC should be to give all co-operative leaders and staff a possibility of coming to PCC for one course at least, at a level that is suitable for each group.

This will mean for leaders mostly short courses and seminars. For movement and department staff, it will mean some type of longer training course, for staff members with considerable experience in the field.

For 1973, the PCC officials have suggested some co-operative leaders' seminars and some staff courses. In the first year, all courses may be of short duration (maximum 12 weeks) according to preliminary plans from the College.

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PART II - APPENDIX 1

CO-OPERATIVE COURSES AT PROVINCIAL LEVEL 1970-1971

Number of Courses and Participants

PROVINCES	Confers/ Meetings	Courses					Course days in 1970
		Members 1 day	Members 1 week	Comm.Memb. 1 week	Staff Courses 1 week	C.E.S. Courses	
1970							
Northern	1/100	-	4/1 0	3/ 90	-	-	35
Luapula	1/100	13/300	1/ 15	2/ 60	1/15	1/15 (1 week)	38
Eastern	1/180	5/130	1/ 30	6/120	2/40	1/20 (2 weeks)	60
Southern	1/160	-	4/ 80	2/ 40	-	1/35 (3 weeks)	45
Central	1/100	5/100	-	2/ 50	-	-	15
Copperbelt	1/140	10/200	4/120	-	-	-	30
Western	1/100	-	3/100	-	-	-	15
North Western	1/ 50	5/ 50	2/ 40	2/ 30	-	-	25
TOTAL-1970	8/930	38/780	19/505	17/390	3/55	3/70	263

Total in 1970: Number of courses - 80
Participants - 1800
Course days - 263

PROVINCES	Confers/ Meetings	Courses					Course days in 1971
		Members 1 day	Members 1 week	Comm.Memb. 1 week	Staff Courses 1 week	C.E.S. Courses	
1971							
Northern	not available	-	4/100	3/ 70	-	-	35
Luapula	"	15/200	7/ 60	7/ 60	-	-	85
Eastern	"	-	7/130	6/ 80	2/ 50	1/ 5 (1 week)	80
Southern	"	8/140	6/180	3/ 80	-	1/35 (2 weeks)	63
Central	"	8/160	5/ 80	3/ 40	-	-	48
Copperbelt	"	20/320	4/120	3/ 80	-	1/ 5 (1 week)	60
Western	"	-	7/180	6/100	-	-	65
North Western	"	9/ 80	2/ 40	2/ 30	-	-	29
TOTAL-1971	not available	60/900	42/890	33/540	2/ 50	3/ 45	465

Total in 1971: Number of courses - 140
Participants - 2425
Course days - 465

PART II - APPENDIX 2

CO-OPERATIVE EDUCATION SECRETARIES

1971-1972

PROVINCE	Trained, Luanshya		Working in 1972
	April 1971	Dec. 1971	
Northern	-	2	-
Luapula	1	1	1
Eastern	4	7	-
Southern	5	6	6
Central	6	-	3
Copperbelt	9	10	7
Western	5	5	-
North Western	5	2	-
TOTAL	35	33	17

APPENDIX III

CO-OPERATIVE EDUCATION PLAN

PART III - PLAN FOR CONTENT AND ORGANISATION OF CO-OPERATIVE EDUCATION AND TRAINING 1973-75

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1. INTRODUCTION

1.1. Terms of Reference

The plan presented below is based on the survey of needs (part I) and on the survey of existing institutions (Part II). To a great extent, however, it is also based on some valuable documents, prepared during the last two years. These are:

(a) Minutes of the Meeting of Co-operative Education Committee, 1-2 July 1970.

(b) Co-operative Education Plan for Zambia, 1971, Co-operative Department.

(c) Memo on Committee and Member Education, by Messrs.V. Lubasi and S. Mshiu, 1971.

(d) Education Programme offered by CUSA-Zambia, 1971.

Very much of what is included in the plan presented here is in one way or another mentioned in the documents listed above. Another group of people, who have contributed to the ideas of the plan, are officers, committee members and ordinary members in the field, who have willingly informed about their needs, problems and suggestions, as regards co-operative work and co-operative education.

1.2 General Approach to Co-operative Education

That the promotion of education is one of the co-operative principles, adhered to all over the world, is well known. Nevertheless, there can be many different ways of looking at this education as well as many ways to carry it out. The over-all approach on which this plan is based may be formulated as follows:

(a) All co-operative education should be related to plans accepted by the Government and the Co-operative Apex Organisation and to current problems and needs in the co-operative societies and unions.

(b) From this it follows that it should be closely linked with research and planning, as well as with reconstruction of existing organisations and establishment of new ones.

(c) All education should be concrete and practical. For members, committee members and movement staff it should as a rule be specialised for different kinds of co-operatives.

(d) Modern educational methods should be used for more efficiency. It should always be kept in mind, however, that good and friendly personal relations, a strong will to promote co-operation, and devoted work, are the real key to success. No aids or methods can substitute them.

1.3. The Co-operative Triangle: Members - Committee - Staff

All co-operative activities include some sort of production or business or both. These activities can only be carried out by people. Co-operation can only mean co-operation between people. In co-operatives, it is tyupical that there are always three groups of people involved, which have special relations to each other. The groups are:

(a) members of the societies;

(b) the committee (or board) members;

(c) the employed staff (who can also be members of the societies).

These groups have different tasks, duties and responsibilities, as defined in the Co-operative Act and Rules, and in the by-laws of the societies. The success of all co-operative work depends upon the degree of mutual trust and good collaboration between the three groups.

(a) The members are the owners of the societies. With another formulation, they are the society. As members, they have their special duties and rights, and as a group they are the deciding body at the Annual General Meeting. Well informed, responsible, and loyal members are the foundation of all co-operative work. Only such members are able to perform a democratic control.

(b) The committee is elected by the members to administrate and supervise the running of the society, and is sometimes called "managing committee". The members of the committee are the servants of the members. At the same time they should act as leaders, in taking initiatives to develop the work of the society. They represent the members and work on their behalf, but it is also their duty to inform the members.

(c) The staff members are employed by the committee to do the day-to-day work when this cannot be done by the committee itself.

In one way, the staff members are very closely linked to the co-operatives since they are dependent upon them for their living. On the other hand, sometimes they seem not in the same way to be part of the movement itself unless they are members of the co-operative societies. In this case, they are just serving the movement without being members.

Experience in many countries has shown, however, how extremely important it is that co-operative staff is given the right place as part of the co-operative movement. Staff members, no doubt, belong to the co-operative movement (even if they are not members of the co-operative societies), forming one side of the "co-operative triangle". Without the initiative and the devoted work by many staff members, the co-operative organisations of the world would not have been where they are today. This also goes for Zambia. It is important, therefore, that the feeling by all parts involved, that the staff belongs to the movement, is fostered and promoted by education and training.

A special group of staff are the officers of the Department of Co-operatives. Their task is on one hand to promote and educate, and on the other hand to supervise and control the co-operative movement. In the early stages of co-operative development in Zambia, their task has very often been to perform what committees and staff of societies should have been doing. It is one of the main tasks of co-operative education to change this situation. Here also, the Department officers themselves have a great role to play as educators.

2. MEMBER EDUCATION

2.1 Aims and Objectives

There is no clear borderline between general education and co-operative member education, especially not in a developing country. Co-operative education is one of the means to promote and encourage general education, but this plan does not include general education as such.

The following should be the foremost aims and objectives of co-operative member education:

(a) To give information on the current situation and problems in the societies and union to which the members belong,

and on the benefits and responsitbilities of the members. Open and exact information will remove suspicion and create a faithful membership.

(b) To educate members about the idea and principles of co-operative work, as related to the by-laws of the society and the union, about the economy and management of the society and, as far as possible, about general economic principles related to their own work or enterprise.

(c) To give the members opportunities to discuss, among themselves and together with committee members and staff, current problems, and to come forward with their needs and their ideas.

(d) To educate members as to what they should do to stabilise their own economic position and that of the society by increased production and marketing efficiency.

2.2. Target Groups and Content of Education

Identifying the different target groups for co-operative education and specifying the content of education for each, it has to be kept in mind that, as a rule, it has to be specialised for different types of co-operatives. This means that the different kinds of co-operatives have to be treated separately.

The following concentrated definitions of target groups and content are based on the findings described in Part I, Survey and Analysis of Needs", etc.

2.2.1 Agricultural Marketing/ Services Co-operative Societies

In the producers' societies of this group, always belonging to a marketing union, the information to members has to be concentrated on the relation between members, society and union. As soon as plans for development of society activities are agreed upon this will be an important matter for information, education and discussion. Education should, as much as possible, also be related to the agricultural production. In order to reach the bulk of members, the educational activities have to be carried out in or very near to each society. The size of the group is about 14,000 in 1972 (see Part I, 2.4). For 1975 the estimation is 23,000.

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2.2.2 Farming/Services Co-operative Societies

Even if many of these societies are, or will be farming on an individual basis, they are still very much concentrated on the production itself, one reason being that many of the members are quite new in farming. Because the groups are small, the training can be intensive, if well organised. Formation and promotion of farming unions and affiliation to marketing unions should be encouraged.

Except for information of a similar kind as for marketing above, there has thus to be an intensive, combined agricultural/ co-operative education, carried out on the spot, covering production techniques/farm economy/co-operative activities. Study tours to successful societies will be useful to learn about production methods. The size of the group is about 3,500 in 1972 (see I, 3.5). Estimated for 1975, the size of the group is 3,500.

2.2.3 Non-Agricultural Production Co-operative Societies

For the societies affiliated to the Federation of Building Societies, an intensive technical training programme is planned to be carried out soon. In this training, information and education on co-operative matters should be included. If this programme will not cover all members, separate co-operative education, given at society sites, has to be organised. The size of the group is about 1,500 in 1972 (I, 4.1). For 1975 the estimation is 1,200.

The societies not belonging to the Federation are very diversified. Nevertheless, where it is possible technical training and co-operative education should be integrated. Separate education on co-operative matters will often become meaningless, if not combined with sound and concrete plans and advice for the work itself. The size of the group is about 4,200 in 1972 (I, 4.1). For 1975 the estimation is 2,800.

2.2.4 Savings and Credit Co-operative Societies

For several reasons, information and education of members is very important in these societies. By its very nature, the savings and credit societies require a high degree of participation by its members, as well as a degree of mutual trust, that is possible to develop only if members know and understand the aims and principles of a savings and credit co-operative society.

Member education in these societies should also include, or lead to, studies of how best to use, under present conditions, the savings gained and the loans acquired. This requires close collaboration with other specialised agencies for extension and education. The size of the group is about 12,000 in 1972 (I, 5.4). For 1975 the estimation is 17,000.

2.2.5 Consumers Co-operative Societies

For two reasons there should not be any difference made between member education and committee education for this group. One is that the societies now existing, as a rule, are very small, with most of the members engaged in the running of the society. The other is that, when forming new societies, one has to rely on a small group of interested persons, a membership elite, from which the committee will later be drawn. The size of the group is about 5,000 in 1972 (I, 6.1). For 1975 the estimation is 8,000.

3. COMMITTEE MEMBER EDUCATION

3.1 Aims and Objectives

"Committee members" in this context are not limited only to serving committee members. Since the turnover of members of committees and boards in societies and unions is quite rapid, education has also to be provided for interested and able members from whom future committee members will be drawn.

The aims and objectives of committee member education should be:

(a) To give full information of the same type as for members, only in more detail and with more stress on economic conditions and prospects.

(b) To provide education in the by-laws of the society and the union and in the basic elements of financial and personnel management of co-operative societies and unions.

(c) To give education in the specific duties and responsibilities of the different office bearers.

(d) As far as possible, to give citizenship and leadership education in matters such as Zambian history, national development, etc.

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3.2 Target Groups and Content of Education

For all kinds of co-operatives, the need of educating the committee members on their specific duties and responsibilities as chairmen, secretaries, etc. is common. In addition, the following could be said about target groups and content of education, based on findings in Part I.

3.2.1 Agricultural Marketing/Services Co-operative Societies

The more the unions and societies develop their activities, the more important it will be that the committees understand economics and management. This goes for societies, and still more for unions, where the board members will need a concentrated training. It is also important that they meet colleagues from other unions for discussion and mutual information on progress and problems. The size of the group in 1972 is about 200 (see I, 2.4). For 1975 the estimation is about 1,600.

3.2.2 Farming/Services Co-operative Societies

For society committees, programmes may be similar to programmes for members, in that co-operative education has to be combined with production training. When farming unions develop their activities, there will be more need for business education for committees, similar to that of marketing societies. The size of the group in 1972 is 1,200 (I, 3.5). For 1975 the estimation is 1,200.

3.2.3 Non-Agricultural Production Co-operative Societies

What is said in paragraph 2.2.3 about member education for this group is relevant also for committee education. All education in these very diversified co-operatives has to be "tailor-made" for each single group to be of value, in many cases even for each individual society. The size of the group in 1972 is 600 (I, 4.4). For 1975 the estimation is 500.

3.2.4 Savings and Credit Co-operative Societies

Training of committee members and a big group of interested members is especially important in these societies, because the

running of the society is supposed to be done as voluntary work by the members to a very high degree. Only in the biggest societies will there be any paid staff. For this reason, there should be given an extensive general education for committee members as well as specialised training for the different office bearers. The size of the group in 1972 is 500 (I, 5.4). For 1975 the estimation is 700.

3.2.5 Consumers Co-operative Societies

See member education (2.2.5). The education and training of existing and future committee members, as well as other interested members, will be of the utmost importance for the development of consumers co-operatives. Furthermore, it will be the first and decisive condition for such a development. This education has to include the basic elements of business and administration of consumers co-operative societies. The size of the group in 1972 is about 400 (see I, 6.2). For 1975 the estimation is 600.

4. STAFF EDUCATION AND TRAINING

4.1 Aims and Objectives

The aims and objectives of co-operative staff education and training should be as follows:

(a) To educate staff on general co-operative matters, thereby giving them an understanding of the aims and principles of the co-operative movement, as well as co-operative legislation.

(b) To give a good over-all background in general economic matters, as well as the economics and administration of co-operative societies.

(c) To train the different groups of staff in the professional skills needed to carry out their respective work, such as management, accountancy, buying, selling, etc.

(d) As far as possible, to provide citizenship and general leadership education.

4.2 Target Groups and Content

Common for all levels of staff in all kinds of co-operatives is that they should be given general co-operative education according to 4.1(a). For the rest, the content has to be differentiated on target-groups, in accordance with findings in Part I, as follows.

4.2.1 Marketing/Services Co-operative Societies

There cannot, for the time being, be made a clear difference between society staff and union staff, since the staff members working on society level are usually employed by the unions. The main groups of staff are:

(a) Capitaoes - working on society level, paid by unions on commission basis. Should be given training in the skills needed for the job. Number to be trained in 1972 is 630 (see I, 2.4). Estimated for 1975 = 550.

(b) Secretaries in Societies - only a few existing now. It may be assumed, however, that there will be a rapid development of society activities in the next few years, and the societies will then be employing secretary/managers. The capitaoes will form a natural source of

recruitment for these posts. Another group will be people with some agricultural training. Specialised training will have to be provided for them in managerial skills, accounts, etc. The number to be trained to start with may be estimated at around 75 (see I, 2.3.1). Estimated for 1975 = 150.

(c) Union Staff - such as accounts staff and managerial staff. Both these groups should be given advanced training, closely related to their different duties. For managerial staff, there should also be seminars for exchange of experience and ideas between unions. Size of group 1972 = 72 (see I, 2.4). Estimated for 1975 = 90.

4.2.2 Farming/Services Co-operative Societies

As a rule there are not, and will not be, any employed staff in the primary societies. To the farming unions the Government has allocated some farm managers and a few bookkeepers. With the assumption that the unions develop their activities, there will be a group of farm managers and another of secretaries to be trained. These should preferably be recruited from agricultural schools and colleges.

(a) Farm managers - will be given education in co-operative matters as well as agricultural training, possibly combined. Size of group 1972 = 50 (see I, 3.4). Estimation for 1975 = 60.

(b) Secretaries/bookkeepers - could be trained mostly together with secretaries of marketing societies, see 4.2.1(b). Size of group 1972 = 20 (see I, 3.4). Estimation for 1975 = 60.

4.2.3 Non-agricultural Production Co-operative Societies

(a) Building co-operative societies may have no employed staff in the societies. The Federation has supervisors and regional managers, who should be given technical training as well as education on co-operative matters. Size of group 1972 = about 15. Estimation for 1975 = 20.

(b) Other non-agricultural production societies at present have virtually no staff. After stabilisation, some may employ staff who will need very specialised training. Estimated size of group 1975 = 20.

4.2.4 Savings and Credit Co-operative Societies

Staff in savings and credit societies may not be numerous for the near future, since the running of the societies mostly, as stands now, is done by the members of the committees. All

the staff members who may be employed should be given very specialised professional training, combined with general co-operative education. Estimated size of group 1975 = 20.

4.2.5 Consumers Co-operative Societies

Managers, salesmen, etc. of consumer co-operatives will later on form very important groups to be trained in their specific skills as well as in co-operative matters. Size of group 1972 = about 40. Estimated for 1975 = 100.

4.2.6 Co-operative Education Secretaries

A special target group for co-operative education will be the co-operative education secretaries. They have to be trained in educational methods and aids, and they should know the plans and problems of the societies. Size of group 1972 = about 20. Estimation for 1975 = 40.

4.3 Co-operative Department Staff

For a long time ahead there will be need to maintain a substantial number of departmental officers for promotion, supervision and control of the co-operative societies. In the future they need a better training than at present, especially in management and accountancy to be able to promote and control economically more developed organisations. The size of the group in 1972 is about 240, which may be reduced to 200 in 1975. Courses of training should cover the aims and objectives for staff training mentioned in paragraph 4.1(a) to (d) and in addition should give knowledge and understanding of Government administration and Zambian law, with special reference to the Co-operative Act and Rules.

5. PUBLIC INFORMATION

5.1 Aims and Objectives

The aims and objectives of co-operative efforts in the field of public information should be:

(a) To disseminate reliable and relevant information on co-operative matters, and thereby

(b) to help to create a favourable atmosphere for the co-operative movement to work in. For that reason

the information should be centred around progress and success, in order to give good examples and to counterbalance the rather unfavourable, and many times unfair, publicity the co-operative efforts have had during the last few years.

5.2 Target Groups and Content of Public Information

5.2.1 The country's general mass-media - press, radio, television - should be provided with information on co-operative activities, events, progress, reports, plans.

5.2.2 Influential groups and individuals should be provided with good background information, when plans are published, new activities launched.

5.2.3 Co-operative staff, committee members and members, as well as potential members and other interested groups, should be provided with comprehensive information on co-operative activities, as well as educational articles and programmes, relating to their work, problems and plans for the future.

6. ACTIVITIES TO BE ORGANISED IN CO-OPERATIVE EDUCATION

In chapters 2-4 are described the different target groups for co-operative education and their size in 1972, respective 1975. If these figures are summarised the results are:

SUMMARY OF PERSONS TO BE EDUCATED AND TRAINED IN DIFFERENT CATEGORIES 1972 AND 1975

	1972			1975		
	Members	Comm. Memb.	Staff	Members	Comm. Memb.	Staff
Agricultural Marketing Societies	14 000	1 200	775	23 000	1 600	790[1]
Farming Societies	3 500	1 200	70	3 500	1 200	120
Non-Agricultural Production Societies	5 700	600	15	4 000	500	40
Savings and Credit Societies	12 000	500	-	17 000	700	20
Consumers Societies	5 000	400	40	8 000	600	100
Co-operative Education Secretaries (CES)	-	-	20	-	-	40
Co-operative Movement. Subtotal	40 200	3 900	920	55 500	4 600	1 110
Co-operative Department	-	-	240	-	-	200
TOTAL	40 200	3 900	1 160	55 500	4 600	1 340

[1] The reason for the small increase is that many staff members who in 1972 were working part time only, will in 1975 be full-time employees.

This chapter gives an outline of the types of courses and other educational activities suggested for three years ahead, based on chapters 2-5. Since it is very difficult to predict what development will take place, a review will be needed every year.

Where to conduct the different activities is outlined in chapter 7, "Institutions for Co-operative Education". Figures on number of courses, course length, number of participants, etc, are given in summary form in chapter 9.

6.1 Member and Committee Member Education

Since many activities will be combined for members and committee members, these two groups are here dealt with together. The following are suggested to be the main types of activities in member and committee member education. All figures are based on the calculations in Part I. In some cases the targets are reached gradually. The period is restricted to 1973-1975.

6.1.1 One- or Two-Day Courses on society level, for information and education, specialised on types of co-operatives. As far as mobile education teams (METs) (see 7.1.3 below) are established, these courses will be conducted by the teams. Estimate for 1973 = 400 days, for 1975 = 600 days (1971 = 60).

6.1.2 Continuous Study Groups on society level for committee members and interested members, as well as local staff. These groups should be supported by radio programmes and/or correspondence letters. Also co-operative news and newsletters could be useful for the groups (see 6.3 - Public Information). Groups should meet regularly.

6.1.3 Residential Courses for committees and interested members to be arranged on district or provincial level, with emphasis on management of the respective kinds of co-operative societies and on committee members' duties. Duration: not more than one week. Always to be specialised for one type of societies. Estimate for 1973 = 170 weeks, for 1975 = 185 (1971 = 86).

6.1.4 Residential Courses and Seminars on National Level for the same groups as 6.1.3 above, as far as they can follow English. Duration: usually not more than two weeks. Emphasis on economics, management and leadership, especially of secondary societies. Estimate for 1973 = 23 weeks, for 1975 = 40 (1971 = 3).

6.1.5 Study Tours to successful societies and unions. Most applicable for farming and possibly non-agricultural production societies.

6.2 Staff Education and Training

For staff, still more than members, the type of education to plan for will be dependent on development in years to come. When plans are made here for some years ahead, they are based on what can be anticipated for the first year. Revisions have to be made yearly.

A division is made between movement staff and department staff courses, but it should be observed that some courses might be combined for both groups. Division is also made between education at provincial level and at national level. This should not be considered as definite, since several types of education can be arranged at one level or the other, depending upon circumstances.

The following types of courses are foreseen for the first year (1973):

6.2.1 Capitaoes Courses - for employed or future capitaoes at marketing unions. To be conducted at provincial level, for 1-2 weeks. In 1973 a total of 12 weeks, in 1975, 15 weeks.

6.2.2 Secretary/Managers Courses - for future employees at producers' societies. The first step to be conducted at provincial level for 1-3 weeks, followed by practice and correspondence studies. The second step will be at national level for 8-10 weeks, with emphasis on accounts and management. Provincial courses 1973 = 6 weeks. National courses 1973 = 14 weeks.

6.2.3 Farm Managers Courses - for employed and future staff at farming unions, 2-4 weeks, with emphasis on management and general co-operative education. Should be on national level and may be combined with agricultural training. 1973 = 3 weeks.

6.2.4 Accounts Staff Courses - for employees of unions and federations with emphasis on new accounts system. The first step to be conducted at provincial level for 1-2 weeks, the second step at national level for 4-6 weeks. 1973 - provincial level = 3 weeks, national level = 6 weeks.

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6.2.5 Union Managerial Staff Courses and Seminars, to be arranged at national level. Duration: usually 1-3 weeks. Emphasis on management and co-operative development. Department officers can also be included. In 1973 2 weeks.

6.2.6 Specialised Staff Courses have to be arranged when need arises. Examples: consumer societies staff course, savings and credit staff course, building co-operative supervisors' course, etc.

6.2.7 Co-operative Department Staff Training: (in line with plan of 1970, 1.7.4).

(a) Induction course, 2-3 months
(b) Job training course, 4-6 weeks
(c) Progressive courses; stage I at P.C.C., 3-6 months, stage II to be divided in school periods and field training periods. Further planning to be done. (See also 7.2.5).

6.3 Public Information

Public information in the co-operative field can be carried out by different agencies, such as the Co-operative Department and the co-operative apex organisation, as well as co-operative organisations on national level, for example CUSA/Zambia. There has to be a close collaboration between these agencies in order to avoid contradictions and split efforts. This should not be difficult to achieve, since the aims naturally are the same for all agencies, as outlined in section 5.2 above.

Regardless of who is taking the action, the following activities seem to be the most important ones:

(a) Service to the general mass media:

- Press service: news releases, reportage, etc.
- Radio and TV service: material for news and general programmes.

(b) Special service to co-operative members and interested groups:

- Co-operative news in English and local languages.
- Newsletters and circulars.
- Special co-operative radio programmes (see also radio education).

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(c) Information to schools, colleges, youth organisations, churches and other similar institutions.

(d) Background information to special influential groups, such as politicians, district governors and development committees, voluntary organisations such as the trade unions, etc.

6.4 Educational Services

In order to carry out the activities under 6.1.3 above, there are a series of supplementary services that have to be provided. These services are shortly motivated and described below. (See also chapter 7, Institutions).

6.4.1 Guidance and Service to Provincial Education

Education to be carried out at local and provincial level naturally needs central planning and administration. However, this alone is not sufficient for an activity like co-operative education. There will also be a need for permanent service and guidance concerning the content and methods of education, which have to be continuously adapted to co-operative development, to Government intentions and plans, etc. This service is closely connected with the supply of study material (see Part 6.4.2).

6.4.2 Production of Study Material

There will be a great need of study material for all levels of co-operative education, printed material as well as pictures, tapes, films, etc. This material should be produced at a central place for two reasons. It is the only way to secure that the main content of teaching will be standardised all over the country, and it is also much more economical, and probably more efficient.

(a) The first group of material is what is needed for regular courses. This is lecture material, such as handouts, posters, flannel board material, slides, silk screens and tapes, for lessons as well as for language laboratories. When experience has been gained, it may also be advisable to start production of pamphlets, books and manuals.

(b) Correspondence courses will no doubt be used as a method of education. The material for these courses - letters, pictures, tapes, etc - has to be produced in close contact with the production of other study material. Correction of answers and guidance to students should also preferably be done at the same place to secure the best possible co-ordination.

(c) Radio programmes are a valuable method for education, if they are well co-ordinated with other means of education, such as correspondence courses, one-day courses in the field etc. The programmes have to be very carefully planned, and have often to be translated into several languages. This makes it necessary that they should be closely co-ordinated with other services for co-operative education.

6.4.3 Contact Service for Co-operative Organisations

In promotion of a popular movement like the co-operative movement, there is a great educational value in contacts and the mutual exchange of ideas between people. For that reason, the need for a central place where co-operators can meet each other also for gatherings of a more general character, such as meetings, conferences, social evenings, etc. should not be overlooked. The activities mentioned can naturally be combined with education and training at national level, in some kind of co-operative centre.

6.4.4 Research Service

A co-operative research and planning team is already working in Zambia. The findings made by this team will naturally be of great value also in co-operative education. There may well be need to continue research work concerning co-operatives in Zambia. If this is considered important, it may be advisable to combine research with education, forming a co-operative education and development Centre of the type existing in some other countries.

6.5 Co-operation with other Agencies

Activities in co-operative education will be very dependent upon good collaboration with other agencies. The most important agencies in this respect are:

- Department of Agriculture
- Department of Community Development
- Department of Marketing

- University of Zambia
- Evelyn Hone College of Applied Arts and Commerce
- International Co-operative Alliance, Regional Office, for East and Central Africa.

7. INSTITUTIONS FOR CO-OPERATIVE EDUCATION

7.1 On Local and Provincial Level

All co-operative education has to be carried out in close collaboration between the Co-operative Department and the co-operative organisations. This is the first condition for success. The following institutions at local level are suggested:

7.1.1 Co-operative Department in the Provinces

In each province, there should be a co-operative officer (training), and an assistant to him when needed. Under the provincial co-operative officer (PCO), his task will be to organise and lead co-operative education in the province under the guidance of the field unit of the co-operative centre (see 7.2.3) and in close collaboration with the co-operative organisations in the area.

7.1.2 The co-operative organisations in the provinces should take an active part in the planning and execution of co-operative education. All secondary societies should be advised to appoint an education subcommittee (see Co-operative Society Rules, 1972, rule 40, subrule 3) and a co-operative education secretary (CES) (rule 48, subrule b). The CES should act as secretary to the subcommittee and should co-operate with the co-operative training officer in all matters. For primary societies, not affiliated to unions, arrangements with joint co-operative education secretaries should be made.

The task of a co-operative education secretary should be to encourage, plan and organise co-operative education in his union (societies). He should in all cases adapt general plans and rules to the conditions in his own area and be the link between the members and the education institutions and officers.

7.1.3 Mobile Education Teams (MET)

As a crash programme to promote the co-operative marketing unions and later on other agricultural co-operatives, mobile education teams are already under formation. The members of

the teams are at present a Swedish study organiser, as leader of the team, the co-operative officer (training) or his assistant, and the CEs of the marketing union, or farming unions. The MET has to visit all primary societies for one-day courses for information and education, and later on to arrange follow-up courses for committees and staff.

7.1.4 Local Schools and Centres

Local schools and centres have to be used for residential courses on district and provincial level. In most cases, farmer training centres can be used.

7.2 Institutions on National Level

7.2.1 Introduction - Co-operative Centre

The activities outlined in chapter 6 to be done at national level are both many and diversified. Instead of splitting them up amongst different institutions, it is considered that they may be effectively concentrated and co-ordinated by establishing a co-operative centre for educational and related activities.

Experience, both in Zambia and in other countries, has shown that too much splitting up of activities, dealing with or related to co-operative education, very often has caused inconvenience and lack of efficiency. In this plan, efforts have therefore been made to concentrate and to arrange for all possible means of collaboration and co-ordination between interested parties.

The existence of the President's Citizenship College (PCC) as a separate institution where also education of co-operators will take place, may look like a division of efforts but actually it is a logical one. The PCC will be an institution for shaping and dissemination of national policy, a place where all co-operative leaders and staff will come in contact with national problems and meet with people from other areas of business and life, during one stage of their training (see Part II, section 3.2).

At the co-operative centre the main emphasis would be on the members, i.e. on planning, guidance and service of education in the provinces, but also on introductory and specialised co-operative training of staff and committees, and on publicity and information in general. Before looking at organisation, etc., how the Co-operative Department and co-operative organisations can work together in the establishment of the centre has to be defined.

7.2.2 The Role of the Co-operative Department and the Co-operative Apex Organisation

The Co-operative Department is to some extent in a different situation from that of other government departments. It has the challenging role of developing a co-operative movement where the people will gradually take over on the basis of self-help and self-reliance. As soon as co-operative organisations grow and become effective at the national level, the Department would reach its goals much more effectively by working with an apex organisation.

Co-operative information, education and training is the field where such a collaboration is most evident and most useful. For a long time, the Government will have to assist financially in this field, and advise, supervise and control. For the co-operative apex organisations, promotion and education will for a long time be their main objectives. By joining forces the two will be able to make a real impact in education and thereby in co-operative development.

To these joint efforts, the Department will contribute trained personnel, transport, educational facilities, etc., possibly sponsored by donor parties. The co-operative organisation will offer the spirit of a popular movement, they will activate the member organisations, and they will provide links to non-governmental international organisations.

When establishing a co-operative centre, it is therefore important that collaboration is secured from both Government and the co-operative apex organisation. This is here suggested to be done by placing the co-operative centre under a governing board, with a chairman of high standing appointed by the Government and an equal number of members from the Government and from the co-operative apex organisation. (For suggestions concerning this board, see Appendix 2 to Part III of the plan.)

The way to secure good collaboration in a more informal manner, would be to locate the different agencies near to each other. First of all, this means that the co-operative centre should be located in or near Lusaka to establish good contacts with the Co-operative Department as well as with other central institutions. Secondly, it means that office space at the Co-operative Centre should be offered to national and apex co-operative organisations. The advantages with such an arrangement would be many:

- it would be easier to invite officers of the organisations to lecture and take part in discussions in seminars, courses, conferences, etc.;

- the organisations could benefit from production facilities of the co-operative centre;

- people visiting the organisation's offices could easily come in contact with both staff and students at the centre;

- both parties would benefit from a close contact in daily life and work between staff of the organisations and staff of the centre; meaning that the education will come closer to realities in the field.

In one of the activities concentrated at the centre, collaboration will be of special importance and very useful. This is the field of public information, as described under 6.3 above. This section has to be a joint effort between the Co-operative Department, the apex organisation and the national co-operative organisations.

7.2.3 The Co-operative Centre of Zambia

The co-operative centre should, along with the ideas presented in 7.2.1, take up or offer space to as many as possible of co-operative activities, first of all in the field of education and information, but also in other areas. It may not be possible to start everything at the same time, because there are not sufficient facilities, and it would be wise to start gradually.

The following plan for organisation of the different activities is applicable to the stage when the centre is established and on a more or less fully operational basis. For organisation, see also the chart in Appendix 3. Suggestions on volume of courses, etc., are given in section 7.3. Space and staff needed at the centre are listed in Appendix 4.

(a) Administration Unit

The leader of the centre should be a principal. He should be in charge of planning of the work and should co-ordinate all the activities of the centre. He should be supplied with the staff needed to carry out his duties, such as administrative secretary, bursar and other office staff.

There should also be a deputy principal, who could be one of the heads of section mentioned below.

(b) Field Unit

The unit is supposed to deal with the following activities, in which are included some of the tasks of the present administrative officer (training) in the Co-operative Department:

- planning of co-operative education in the provinces,
- administration of co-operative education in the provinces,
- guidance and service to all co-operative education outside the centre,
- organisation of study campaigns, etc.;
- testing of training material.

The staff needed would be a head of unit (field organiser, one or more assistant field organisers, and office staff in addition.

(c) Residential Unit

The unit should organise and lead all residential activities at the centre, such as the following:

- meetings and conferences,
- seminars and short courses
- long courses.

It is suggested that the unit should be subdivided into two 'streams' of courses at a time (see 9.4., 1975).

The staff needed will be a head of unit (director of studies), tutors (teachers) and assistant tutors, at a rate of two per 'stream' of courses. The tutors should not be confined only to teaching, however, but should be given also relevant tasks within the other sections. On the other hand, staff from other sections, as well as from organisations, etc. should teach frequently in courses and seminars. Also office staff should be provided if needed.

The other type of staff needed will be a caterer, kitchen staff, etc.

(d) Information and Publicity Unit

The activities of this unit should include what the publicity officer of the Department of Co-operatives is catering for at present, plus some new tasks:

- press service,
- co-operative publications,
- radio and television information,
- special information to selected groups,
- radio education (jointly with other sections).

The staff should consist of a head of the unit (publicity officer), one or more editors and radio reporters, and some office staff.

(e) Production Unit

This unit should partly be a service department to the other units, but it should also cater for correspondence courses independently. The activities will be, principally,

- production of teaching material,
- supply and service of teaching aids,
- production and running of correspondence courses.

The staff would be a head of unit (production manager), and assistant manager (correspondence), plus technical personnel for printing, photographing, etc.

(f) Independent Activities

In addition to the activities administered by the centre, as many as possible of other co-operative activities should be located at the centre (see 7.2.1). These may include some Department activities. The co-operative apex organisation as well as national co-operative organisations should definitely be given office space at the centre.

No staff provided by the centre would be needed to be responsible for independent activities.

7.2.4 President's Citizenship College (PCC)

As it has been described in Part II, section 3, the PCC will start work in 1973. In line with the guiding principle for co-operative recruitment (see II, 3.2), it is suggested that the Co-operative Department and the co-operative apex organisation should work with PCC to allocate the following types of co-operative education and training to the College (PCC):

(a) co-operative leaders seminars and courses of two weeks' duration;

(b) movement staff courses, 8 - 15 weeks;

(c) Department staff courses, 15 - 20 weeks;

(d) specialised courses on relevant issues, 4 - 12 weeks.

For 1973, the suggested plan, generally agreed upon by the Co-operative Department and PCC, is that the following courses of co-operative nature should be arranged at PCC:

3 courses for chairmen of agricultural co-operatives	2 x 3 weeks	48 participants
1 course for co-operative secretaries	8 weeks	16 participants
1 course for co-operative education secretaries and training officers	8 weeks	16 participants
1 course for savings and credit and ZCTU	6 weeks	16 participants
	28 weeks	96 participants

7.2.5 Other Educational Institutions

(a) Evelyn Hone College

By establishing the co-operative centre in preliminary premises in 1973 (see 8.2), it would be possible to move the training of Department staff from the Evelyn Hone College to the new centre.

(b) National Resources Development College (NRDC) and National Institute of Public Administration (NIPA)

It will also, for the future, be recommended to place co-operative students at these institutions in some courses. Another method which seems to have been used with favourable results, is to try to recruit graduates from these colleges to start working for co-operatives, either in the Department or in big organisations like marketing unions. This should be explored further.

(c) Studies Abroad

As can be seen from the summary in Part II, section 1.4, the studies abroad by co-operative staff have been very diversified and there has not been much concentration of the efforts made.

It is recommended that a survey is made of the courses and seminars utilised in the past three years, and that, on the basis of the result, a decision is taken to concentrate on certain countries and courses, which seem to fit local needs better than others.

8. PLAN FOR IMPLEMENTATION

Since it will not be possible, for natural reasons, to implement this plan as a whole from 1973, in this chapter a suggestion is made as to what order and to what extent the plan may be implemented during the initial years. With changing conditions and depending upon the rate of development, revisions may have to be made each half year.

8.1 Provincial Level

8.1.1 Co-operative Organisations

All secondary societies should be urged to appoint education committees and co-operative education secretaries. This will also be possible with some groups of primary societies. By 1974, the 25 CES's existing at present would have increased to about 50.

8.1.2 Mobile Education Teams

Two teams will be working during the end of 1972 (Southern and Eastern Provinces). Two more should start in 1973, in Northern and Luapula Provinces. It is hoped that there will be possibilities to start MET's in the remaining provinces also during 1974-1975.

8.2 National Level

8.2.1 Co-operative Centre (in Preliminary Premises)

At the time of writing, it seems there are possibilities of hiring an existing school from 1.1.1973 up to 31.12.1974. It is now suggested that the work of the co-operative centre start gradually at this place from, say, February 1973. It is suggested that the different activities should be started in the order and to the extent as follows. (See also Appendices 5 and 6, with plan of houses and plan of staffing.)

(a) Administrative Unit

This unit should consist of a principal and vice-principal and the necessary office staff (see Appendix 6). The principal and vice-principal should in their responsibilities include those of the present training officer of the Department. They should also be directly in charge of the residential unit of the centre (see below). They should lead and co-ordinate the work of the field unit and the production unit.

(b) Residential Unit

One stream of courses should be conducted from February 1973. This would mean a need of one teacher/course organiser. The principal/vice-principal should

act as head of the unit, and take part in teaching to some extent. The rest of the teaching should be done by Department staff and staff from the co-operative research and planning team as well as from co-operative organisations (see 7.2.2). The type of activities to be conducted during 1973 may have to be considered further (Appendix 7 gives a preliminary suggestion of courses to be arranged in 1973).

(c) Field Unit

During 1973, office space would be available for a field unit to start at the co-operative centre. It would take over the work now done at the Co-operative Department training section (see also (a) Administrative Unit, above). There should be a field study organiser (contract worker), later to be provided with an assistant, when MET's increase in number.

(e) Information and Publicity Unit

It is suggested that this unit should not start at the co-operative centre during 1973. One reason is that there is lack of space, and it would be more useful to move the other units first. Another reason is that no radio studio can be provided at the centre in the preliminary premises. Good contact has to be maintained between the centre and the publicity section at the Co-operative Department by other means.

(f) Transport Service

A minibus or similar vehicle with a driver should be available at the centre to transport people between the centre and the Co-operative Department, and to bring people to and from bus stations, railway stations, etc. Only short distances would be involved.

(g) Co-operative Centre in Preliminary Premises

The prelimimary premises could be used in the way described above, for 1973 and 1974. With efficient organisation and good staff, it would be possible to run courses according to the suggestions in Appendix 7. For 1974, the numbers can be increased a little, because the whole year can be made use of.

For 1973, this will mean 380 students and 15,960 student/weeks, and for 1974 about 420 students and 970 student/weeks. The comparable figures for Luanshya Co-operative School were, for 1970: 146 students and 5,110 student/weeks; and for 1971: 180 students and 5,040 student/weeks (see Part II, 1.3.1).

8.2.2 Co-operative Centre, On Its Own Premises

Based on preliminary discussions concerning a co-operative centre, the Director of Co-operative Societies held discussions with the appropriate authorities concerning a site for a co-operative centre. A site has been suggested in the Kabulonga area, just outside Lusaka (plot 418 a, see Appendices 8 and 9). The location of this site is very favourable. It is only about 6 kilometres from Mulungushi House, where the Ministry of Rural Development and Department of Co-operatives are situated, and about 9 kilometres from Lusaka business centre. The distance to the preliminary premises for the co-operative centre is about 2 kilometres.

It is suggested that the Department of Co-operatives should try to acquire the plot mentioned above in order to erect the necessary buildings for a co-operative centre as described in these plans.

If decisions are taken soon, it would be possible to start building in 1973 and have the centre ready for use at the end of 1974. If one student dormitory could be given first priority, it could be used already early in 1974, in order to expand the capacity of the preliminary centre, since the distance is only 2 kilometres.

9. SUMMARY OF COURSES, ETC. PLANNED FOR 1973-1975

9.1 One-Day Courses at Society Level (number of courses)

Marketing and Farming	1972-73	1974	1975
MET (Southern Province)	100	50	50
MET (Eastern Province)	100	50	50
MET (Northern Province)	50	50	100
MET (Luapula Province)	50	100	50
MET (Other Provinces)	-	200	200
Other One-Day Courses	100	100	100
Total Courses	400	550	600
Estimated number of participants	12,000	18,000	24,000

9.2 Continuous Study Groups in Societies

These will be started, but no estimation can be made now.

9.3 Residential Courses for Members and Committees in Provinces

Courses and Course/Days for:	1973	1974	1975
Marketing Unions/Production Societies	60/300	80/400	80/400
Farming Societies/Unions	50/250	40/200	40/200
Savings and Credit Societies (CUs..)	25/100	30/200	30/200
Non-Agricultural Production Societies	30/150	25/125	20/100
Consumer Co-operative Societies	5/ 50	10/100	15/150
Total Courses	170	185	185
Estimated number of participants	3,400	3,700	3,700

9.4 Residential Courses for Co-operative Movement Staff in Provinces

Courses and Course/Days for:	1973	1974	1975
Capitaoes Courses	12/60	12/60	15/75
Secretary/Managers Courses	6/30	8/40	12/60
..ccounts Staff Courses	3/15	6/30	9/45
Total Courses	21/105	26/130	36/180
Total Participants	520	600	800

9.5 Co-operative Centre

Course/Weeks and Participants	1973	1974	1975
Seminars and Conferences	2/ 80	3/120	5/150
Committee Members Courses	13/180	13/150	15/200
Movement Staff Courses	7/ 60	15/100	30/100
Department Staff Courses	20/ 60	15/ 50	25/ 50
Total Course/Weeks	42	46	75
Total Participants	380	420	500

9.6 President's Citizenship College, Co-operative Courses

Course/Weeks and Participants	1973	1974	1975
Leaders Seminars	8/ 60	10/100	20/200
Co-operative Movement Staff	12/ 24	20/ 40	30/ 60
Co-operative Department Staff	4/ 8	20/ 40	24/ 50
Specialised and Mixed Courses	4/ 8	6/ 20	10/ 40
Total Course/Weeks	28	56	84
Total Participants	100	200	350

9.7 Calculation of Teacher-Hours Needed and Available for Co-operative Education in the Provinces, 1973 and 1975

(a) Teacher-hours needed for planned activities

Course-days for:	1973	1975
One-day courses at society level	400	600
Residential courses for members and committee members	850	925
Residential courses for staff	105	180
Total Course/Days	1,355	1,705
Total Teacher-hours (6 hours per day)	8,130	10,230

(b) Available teachers and instructors for Provincial education

Types of teachers/instructors	1973			1975		
	Number	Hours a year	Total hours	Number	Hours a year	Total hours
Co-operative officers (training) and assistants[1]	10	450	4 500	10	450	4 500
Study organisers[2]	4	300	1 200	7	300	2 100
Co-operative education secretaries (full-time)[2]	4	300	1 200	6	300	1 800
Other co-operative education secretaries[3]	20	30	600	40	30	1 200
Outside lecturers (co-operative officers, etc.)[4]	16	50	800	16	50	800
Total teacher-hours in the year			8 300			10 400

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[1] Co-operative officers (training)-teaching: 30 weeks at 15 hours = 450.

[2] Study organisers and full-time CES: 30 weeks at 10 hours = 300.

[3] Other CES teaching: 15 weeks at 2 hours = 30.

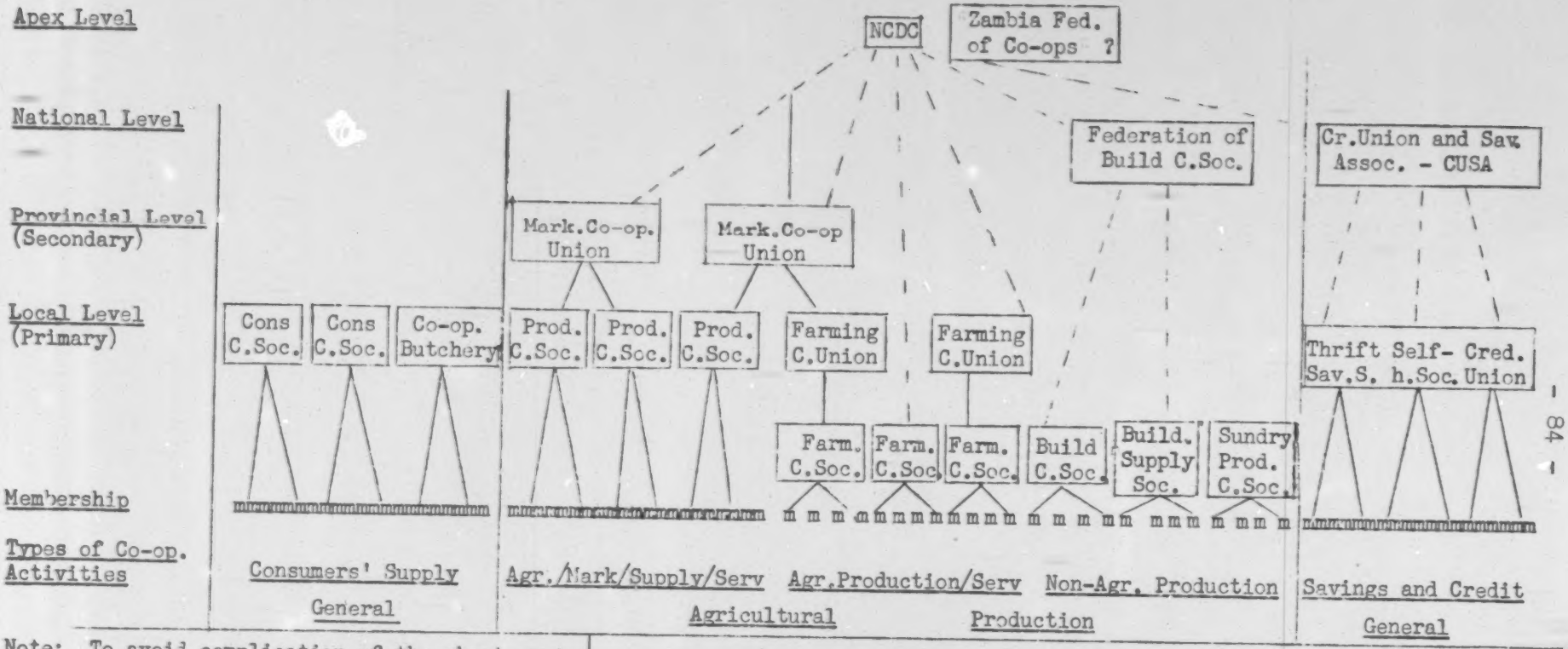
[4] Outside lecturers, 2 in each Province, teaching 25 weeks at 2 hours = 50.

(c) Conclusions

As has been shown above, the number of teacher-hours needed for 1973 is 8,130. The available teachers and instructors should, fully utilised, be able to teach 8,300 hours in 1973, which should suffice to meet the immediate needs of the plan.

For 1975 the teacher-hours needed for planned activities are 10,230. The teachers and instructors then available could teach 10,400 hours, which covers the need also in this case.

CHART OF CO-OPERATIVE ORGANISATIONS IN ZAMBIA 1972



Note: To avoid complication of the chart, not all dotted lines indicating membership to NCDC (Zambia Fed.) have been drawn here. Many primary soc. have been members of NCDC. The structure of a future Federation is still open.

Number of Societies and Members 1971 (round figures)

	Reg.Soc.	Members	Act.Soc.	Members
Agricultural Marketing/Supply Co-op. Soc.	114	14 100		
Savings and Credit Co-op. Soc.	45	9 100		
Non-agricultural Production Co-op. Soc.	210	5 700	150 ?	3 000 ?
Agr. Production (Farming) Co-op. Soc.	620	5 500	300 ?	3 500 ?
Consumers Supply Co-op. Soc.	31	4 000	19	4 000

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PART III - APPENDIX 2

THE GOVERNING BOARD OF THE CO-OPERATIVE CENTRE

It is suggested that the Governing Board consists of an equal number of representatives from the Government and from the co-operative movement.

For the Chairmanship there are two possibilities:

(a) the Board elects its own Chairman;

(b) the Chairman is appointed by the Government as its trustee for co-operative education.

In (a) for example, the Director of Co-operative Societies, who is an ex-officio member, appoints another three members, and the National Co-operative Development Committee, or its successor-in-law, appoints four; making a total of eight in the Board.

In the case of (b), the Board will consist of nine members.

For the legal position of the Board, there are several possibilities, e.g.:

(a) the Board reports to the Director of Co-operatives and is thus, in formal matters, considered as the training section of the Co-operative Department;

(b) an Act is passed by the Parliament regulating the position of the Board and the Co-operative Centre;

(c) the Board is considered as a statutory organisation.

The suggested composition of the Board is important for the work to be carried out, and these are some of the considerations:

1. Education and training of co-operative staff has many connections with general and professional education which is a very important concern for the Government of Zambia.

Similarly, committee member and member education in co-operatives forms a special aspect of adult education and citizenship training, for which, consequently, the nation must have a great interest. An important task for the

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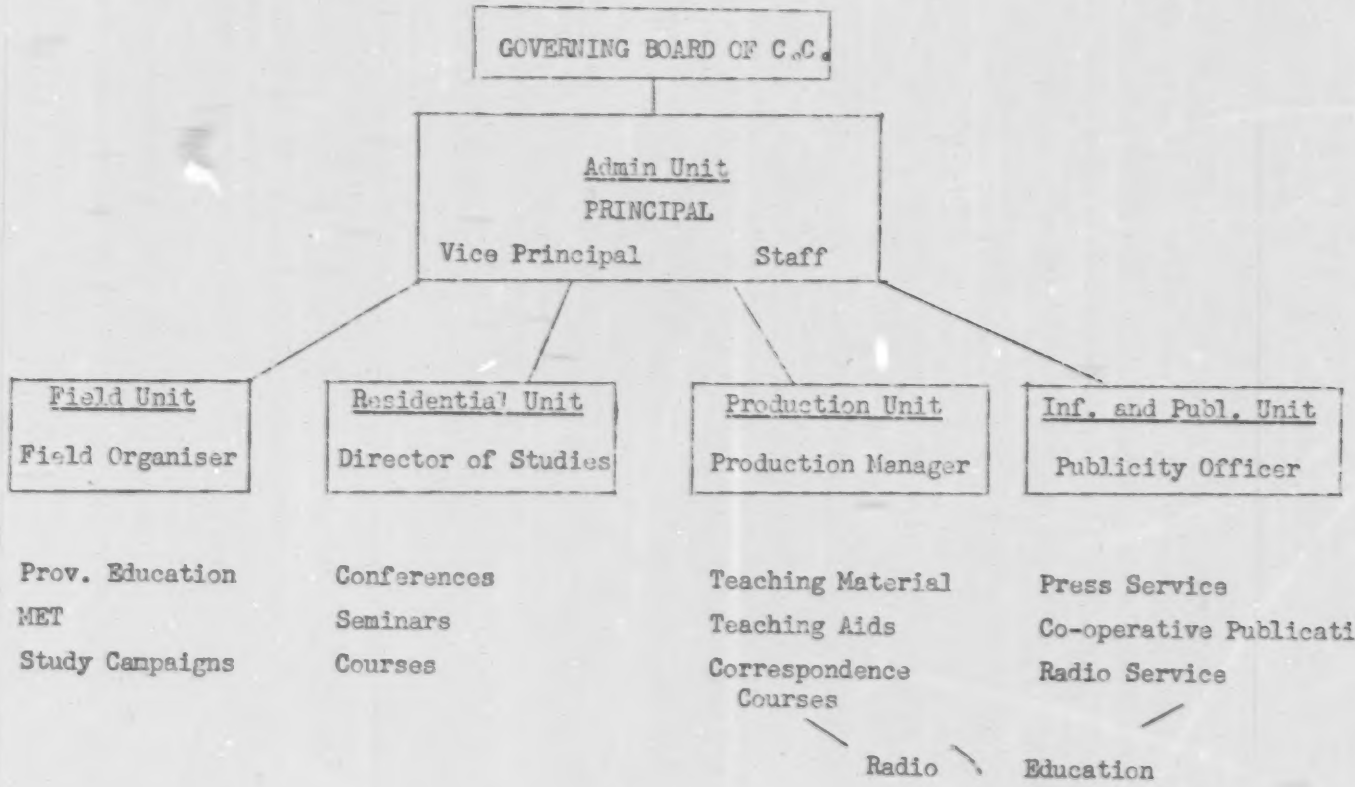
Government representatives in the Board should, therefore, be to assist with simple and straightforward connections with other education efforts in Zambia relevant to the work of the Co-operative Centre.

2. The specific task of the movement representatives is to safeguard that the co-operative education efforts filter through to the co-operative organisations on provincial and local levels as well as that constructive contacts are always kept between the members, the committee members and the staff in this respect. They are also expected to use their positions in the co-operative movement actively to assist in this work.

3. The co-operative movement penetrates the nation in many fields at grassroots level. The joint efforts of the Board are thus of great importance to the movement; the movement cannot elaborate co-operative education on its own, and only through the various contacts of Government can co-operative education be efficient. But it is equally important that the influence stemming from the co-operative members themselves is maintained in the Board; if co-operative education is practical and a response to real wishes and needs, then the result will be efficiency and development.

CO-OPERATIVE CENTRE
ORGANISATION PLAN

On the Ground
Zambia Co-operative Federation Offices
CUSA-Zambia Offices



PART III - APPENDIX 4

CO-OPERATIVE CENTRE

STAFF AND SPACE NEEDED WHEN FULLY EQUIPPED (1975)

		Offices	Housing
Administration Unit			
Principal	1	1	1
Vice Principal	1	1	1
Administration Secretary	1	1	1
Bursar	1	1	1
Typists	3	1	3
Clerks	3	1	3
Maintenance Officer	1	1	1
Driver	1	-	1
Labourers	3	-	3
Residential Unit			
Director of Studies	1	1	1
Teachers	2	2	2
Assistant Teachers	2	1	2
Caterer	1	1	1
Housekeeper	1	1	1
Cooks	2	-	2
Kitchen Staff	5	-	5
House Staff	3	-	3
Field Unit			
Field Organiser	1	1	1
Assistant Field Organiser	1	1	1
Driver	1	-	1
Production Unit			
Production Manager	1	1	1
Assistant Manager	1	1	1
Technicians	3	1	3
Labourers	2	-	2

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Information and Publicity Unit

Publicity Officer	1	1	1
Editor	1	1	1
Radio Reporter	1	1	1

Summary of Buildings Required

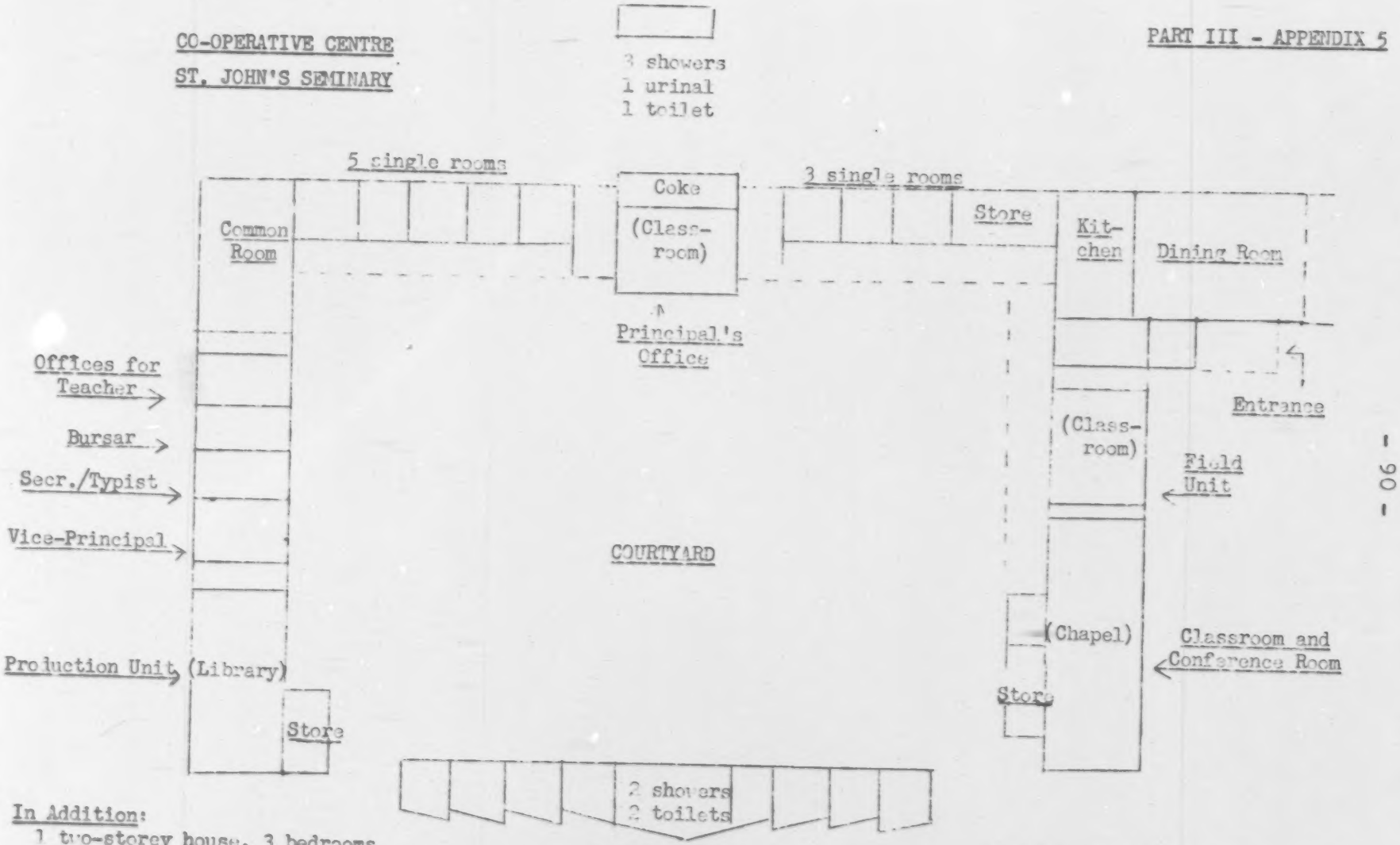
1 hall, with stage and space for 150 people.
3 ordinary classrooms, for maximum 30 students each.
4 group rooms for maximum 12 students each.
3 workshops and 1 studio.
21 office rooms (see above).
1 commonroom.
Dormitories, with 60 single rooms big enough to be converted into double rooms if need be. Should allow a maximum of 15 women students.
Dining room and kitchen space, enough for 70-100 persons.
Laundry and ironing rooms, etc.

Staff Houses

For senior staff (with servants quarters), junior and subordinates as above.
Sports ground and recreation areas to be considered.

CO-OPERATIVE CENTRE

ST. JOHN'S SEMINARY



In Addition:

1 two-storey house, 3 bedrooms
1 one-storey house, 3 bedrooms
4 flats, 2 bedrooms
2 servants houses

Available as Student Rooms

Single rooms around the yard - 16
Two of the flats - 6
22

(within brackets) - present use
underlined - suggested use

PART III - APPENDIX 6

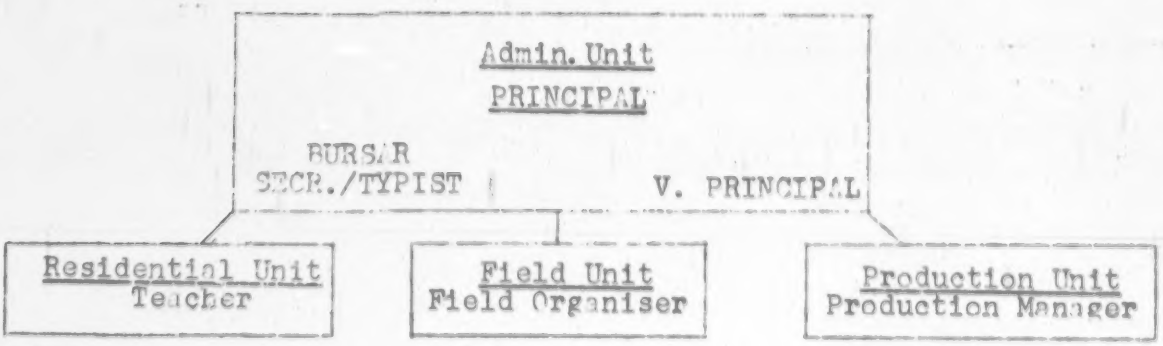
CO-OPERATIVE CENTRE (PRELIMINARY PREMISES)

Staff Plan for Co-operative Centre 1973

	Officials	Housing	Office
Admin. Unit	1 principal	C.C. House	See App. 5
	1 vice principal	C.C. House	"
	1 bursar	C.C. Flat	"
	1 secretary/typist	Outside	"
	1 driver		-
Residential Unit	1 teacher	C.C. Flat	"
	1 caterer (?)		
	1 cook (exist.)		
	kitchen staff		
	housekeeping staff		
Field Unit	1 field organiser	Outside	"
	1 ass. field organiser	Outside	"
Production Unit	1 production manager	Outside	"
	1 technician	Outside	"
	1 assistant (?)	Outside	"

Organisation Chart for 1973

(Co-operative Centre in Preliminary Stage)



PART III - APPENDIX 7

CO-OPERATIVE CENTRE (PRELIMINARY PREMISES)

ACTIVITIES PLANNED AT RESIDENTIAL UNIT FOR 1973

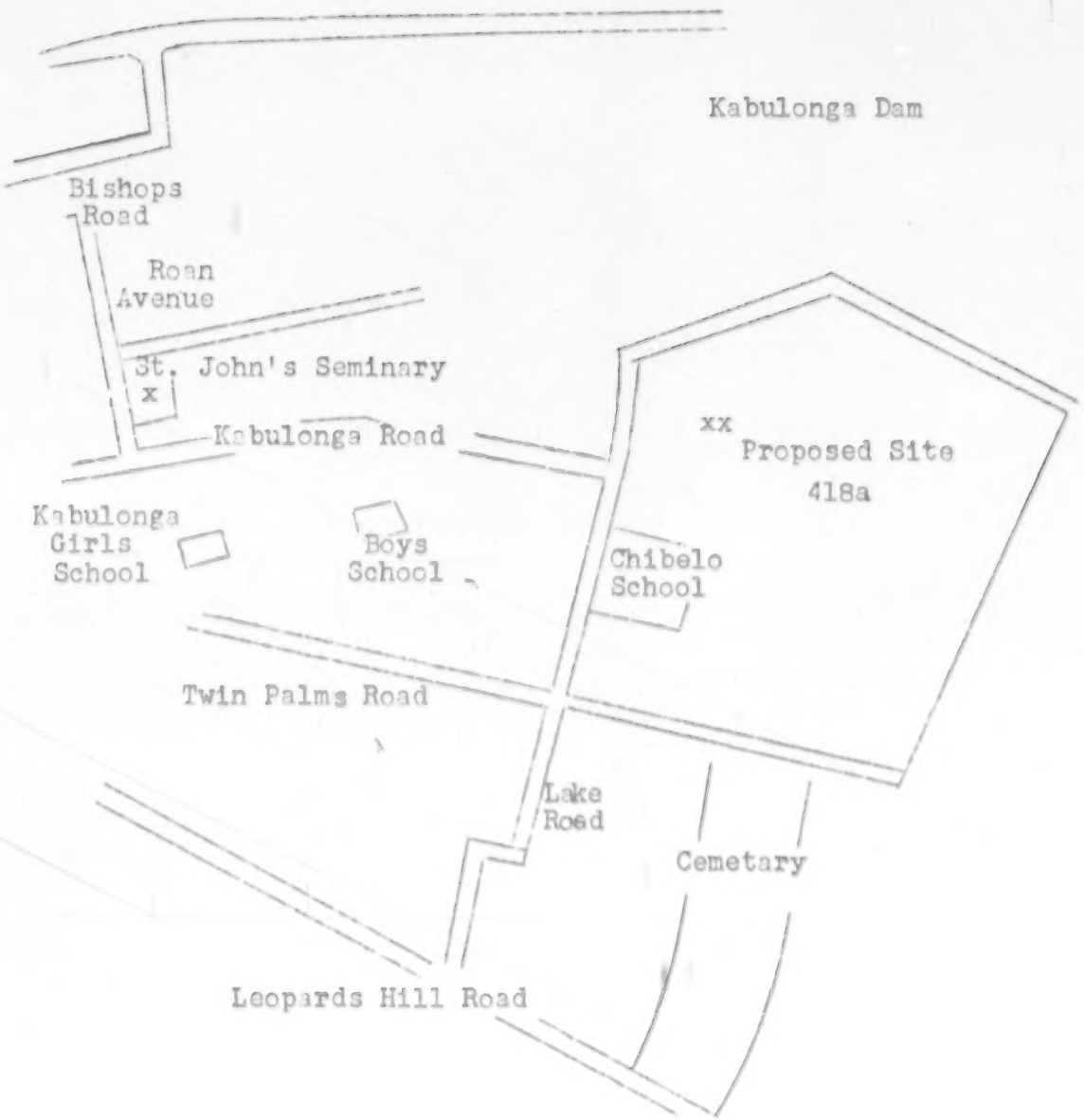
	Duration in Weeks	Number of Participants
Members and Committee Members		
Seminars and Conferences, two of each	2	80
Course for Marketing Union Boards	2	20
Course for CUSA Committee Members, 3 courses	3	66
Course for CUSA in Bookkeeping, 2 courses	4	44
Course for Building Society Chairmen, etc.	2	22
Introduction to Consumers Co-operatives	2	22
	15	254
Co-operative Organisations Staff		
Marketing Unions Managerial Staff, (in sections)	2	22
Introductory Course for Society Staff (Marketing)	2	22
Farm Managers Co-operative Course	3	22
	7	66
Co-operative Department Staff		
Job Training Course for Co-operative Assistants	6	20
Course on New Accounts System	6	20
Second Progressive Course, Stage I	8	20
	20	60
TOTAL:	42	380
	15,960 student/weeks	

PART III - APPENDIX 8

CO-OPERATIVE CENTRE

PROPOSED SITE AT KABULONGA - LOCATION PLAN

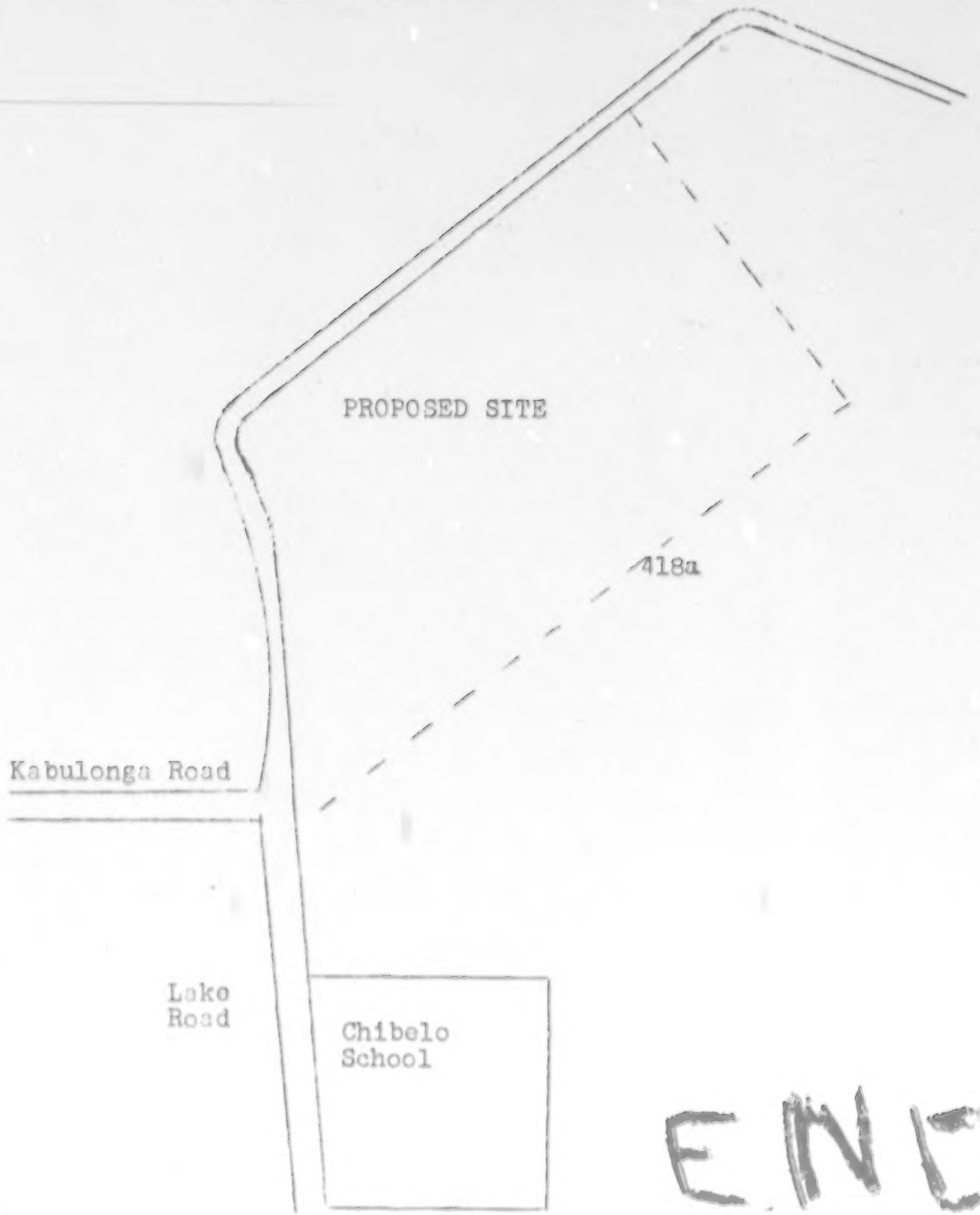
(Showing also the preliminary place, St. John's Seminary at Bishops Road)



PART III - APPENDIX 9

CO-OPERATIVE CENTRE

PROPOSED SITE AT KABULONGA - SITE PLAN



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